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ABSTRACT

The development of Outward Bound, from the early beginnings in Britain through expansion in over 30 locations throughout the world, is outlined, and Outward Bound educational aspects are analyzed in terms of the Australian Outward Bound School. The concepts of experiential education, lifelong education, and the broader Australian educational scene are presented as background material for the study. The major philosophic features and the accompanying operational factors are described. Cognitive development, achievement, the learning process, discovery learning, problem solving, and motivation are discussed, and the role of Outward Bound in the affective areas is examined. Relationships between Outward Bound and physical education and environmental psychology are examined, and the significance of social education processes, social interaction, and social experience at Outward Bound is analyzed. Growth and change of the self through the Outward Bound experience is evaluated in terms of self-esteem, self-confidence, self-actualization, and physical self-concept. Current impacts are explored in various programmes for schools, colleges, school systems, tertiary and teacher education, as well as in areas of special needs and various industrial and therapeutic applications. Conclusions are drawn about the educational impact and potential of Outward Bound. (JD)

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SOME

EDUCATIONAL IMPLICATIONS & CONTRIBUTIONS OF OUTWARD BOUND

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GARRY E. RICHARDS
DIRECTOR
AUSTRALIAN OUTWARD BOUND SCHOOL
1977

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SOME EDUCATIONAL IMPLICATIONS & CONTRIBUTIONS OF OUTWARD BOUND

GARRY E. RICHARDS
1977
SYDNEY, AUSTRALIA

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AUTHOR CONTACT: AUSTRALIAN OUTWARD BOUND FOUNDATION
BOX 4213 G.P.O. SYDNEY, N.S.W., AUSTRALIA

AN INTRODUCTORY NOTE

Some Educational Implications and Contributions of Outward Bound

This paper is one of a series produced in an attempt to understand more fully the processes, practices and outcomes of Outward Bound.

It is inadequate to simply believe in such a powerful educational force as Outward Bound, it deserves our understanding. Outward Bound is, however, a comprehensive, total concept affecting the personal development of the individuals who participate in its programmes. This necessarily makes an investigation of the whole, a cumbersome and confusing process unless it is to be reduced to simplicities which may make it worthless.

Over the last few years I have attempted to look comprehensively at Outward Bound by taking major components of the Outward Bound experience for closer and hopefully more worthwhile study. In doing so I am aware of the weakness of analysing parts of a whole which, as a whole, is of far greater significance and impact than the sum of its parts.

This paper looks particularly at educational aspects of Outward Bound. There is however considerable overlap between this paper and the others which preceeded it. This is symptomatic of the integrated and pervading experience of Outward Bound.

Other papers in this series include

a) Some Sociological Aspects of Outward Bound. (Written April 1975, revised July 1977 - 17 pages, quarto duplicated).

b) Leadership and Outward Bound. (Written October 1975 - 15 pages, quarto duplicated).

c) Some Psychological Bases and Aspects of Outward Bound. (Written August 1976 - 56 pages, quarto duplicated.)

All four papers are available through the Australian Outward Bound Foundation, Box 4213, G.P.O. Sydney, N.S.W., Australia. All papers are complete with references and comments and/or critiques are welcome.

(Under preparation are studies on physiological aspects of Outward Bound and a comprehensive report on a survey of all students who have attended the Australian Outward Bound School in the last 7 years.)

Although these papers are copyright and all rights reserved by the author, reasonable use of brief quotations embodied in critical articles and reviews are freely permitted and welcomed.

Garry E. Richards
Director
Australian Outward Bound School
December, 1977

FOR INFORMATION, FILMS ETC. ON OUTWARD BOUND, CONTACT:

Outward Bound Australia
Box 4213
G.P.O. SYDNEY, N.S.W.
Ph. (02) 297784

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There are four people who have been particularly involved who merit special mention, they are Pam Lanham, Lana Dalgliesh, Jenny Humffray and Margaret Patrick who have all been variously involved in the major task of typing, proof-reading, duplicating and generally producing this paper. Their skill and cheerful assistance and perseverance have made this paper possible.

I hope this paper makes sufficient contribution to the greater understanding of Outward Bound to justify their efforts. I also hope that those people in the past who have been kind enough to offer critical comments on my earlier papers can see evidence that their advice has been well considered. I thank them for assisting me to clarify and hopefully improve my directions in analysis, and style of presentation.

GARRY E. RICHARDS
February, 1978

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Some Educational Implications and Contributions of Outward Bound.

Introduction.

The aim of this paper is to look at some of the processes and practices of Outward Bound in the light of both general educational theory and research and also in the light of the growing theory and research on Outward Bound itself and similar experiential/outdoor programmes. From such a study it is intended that some of the educational implications and contributions of Outward Bound will be drawn in a manner hitherto unavailable.

Throughout the paper, the programme most used as a basis for comments is the "standard" Outward Bound course of 26 days duration for men and women aged 17-25 years, conducted by the Australian Outward Bound School. In its modern form this course is based on a format including the first 3-4 days as basic training in the school or base camp, and then the next three weeks a continuous expedition incorporating activities such as rock-climbing and abseiling, caving, cascading, canoeing, rafting, a three day "solo" experience and a final expedition.

Many of the other courses conducted by Outward Bound are also drawn upon where relevant. These include the "Pack & Paddle" camps for young boys aged 12-16 years and young girls aged 12-14 years. These courses are 10 days long, conducted in school vacations and generally more recreationally oriented than the standard course. At the other end of the age scale, the adult courses for men and women over 30 years, which run for 9 days and are in an adventurous journey of discovery format, will also be alluded to, as will various types of schools programmes. These schools courses are usually run in conjunction with a particular school or college and are specifically designed to help fulfil the identified requirements or needs of that school. They range from primary school courses through to matriculation classes and almost invariably combine academic and adventure/experiential aspects in the programme.

Various other courses, including teachers' programmes, and other specialised courses such as those for handicapped people will also be used for examples and particular insights into processes.

In analysing the processes of Outward Bound, it has been necessary to make some analysis of the state of educational theory and research in various areas in which Outward Bound has particular potential. Throughout the paper the words "potential," "prospects," "minimise," "maximise," and "suggests" all pay tribute to the fact that there is still too little definitive, empirical research available into the Outward Bound process and so the investigator is forced, often more often than desirable, into drawing conclusions on reasoning, or sometimes subjective evaluations, or extrapolations of related theory and research, rather than substantial, direct evidence.

In taking apart, and analysing various facets of the Outward Bound experience, it is recognised that the best understanding of the impact of the total experience may be reduced. Hence it should be made clear at this time that the Outward Bound experience as a whole is undoubtedly greater than the sum of its parts.

Outward Bound deals with the processes involved in the growth and education of that complex creature, the human being. At times the text may seem to be drawing complex conclusions out of simple situations. If so, it is because it has been felt that otherwise, analysis that is simple

Montaigne's simple truism that "the greatest thing in the world is to know how to belong to ourselves" 1. illustrates how easily, and how simply the aims of Outward Bound can be described. Unfortunately, if Montaigne's statement was to be followed by the question "and how do we come by this knowledge" we are suddenly thrust into the total complexities of the nature of man. Similarly is the person placed who attempts to ask how does Outward Bound work? What are its implications? What are its contributions?

In a recent paper on the exploration of the Outward Bound process the authors pointed out that

> In the development of organisations and institutions, there is a time for codification and demystification. There is simultaneously an attraction to keeping the process mysterious. Any codification of the process tends, by its simplification, to deny access to mystery. Once the idea is delineated, its ability to move out of that mold is decreased. It can be conjectured that a procedural ossification takes place shortly after writing down the elements of an experience. The program can become a closed circuit whereby detractors picking up on points not included in the articulated process, though in fact incorporated, single out "alternative" possibilities. In short, we want this exploration to be taken as a starting point for further exploration. 2.

This paper should be seen as an attempt to be rather more comprehensive than any analysis of Outward Bound previously attempted. However, it is not definitive and it is not an authoritative evaluation, and so should not be seen as a codification but as just one step further along in that attempt to understand that unique educational experience: Outward Bound.

Chapter 1 attempts to outline the development of Outward Bound from its early beginnings in Britain and the influence of its founder Dr. Kurt Hahn. It traces through the expansion in locations throughout the world and its growth in application, especially in the post 1960 era.

The development of the Australian Outward Bound School is reviewed and some analysis made of where Outward Bound fits into the field of education in a rapidly changing world. The concepts of experiential education, life-long education and the broader Australian education scene are taken as a background for study of Outward Bound.

A closer study of some of the major philosophic features of Outward Bound follows, including the significance of "experience" and the role of "challenge" and "risk" are looked at before considering the accompanying operational factors of safety, staff and mobile operations.

In Chapter 2, an attempt has been made to evaluate the relationship between certain educational dimensions and Outward Bound. It commences with discussions on such areas as cognitive development, achievement, the learning process, discovery learning and problem solving and motivation before going on to look at the role of Outward Bound in affective areas such as stress, crisis and anxiety. It then moves to a discussion of the relationship between physical education and Outward Bound, before looking more closely at environmental psychology, the concept of total environment and the place of the natural environment in the Outward Bound educational context.

Chapter 3 centres more specifically on some of the social education processes at Outward Bound. It looks at single sex and mixed sex programmes and the facilitation of the development of social skills and the role of peer and reference groups and significant others in Outward Bound courses. This chapter also looks at the broad area of social interaction and social experience at Outward Bound, before looking at

more specific social areas such as the dynamics of the Outward Bound group and facets such as the role of competition and co-operation, and decision making and autonomy. Chapter 3 is designed to provide not only a look at some of the social dimensions of Outward Bound but also to help define the social context in which the individual will be seen in Chapter 4.

The growth and change of the self" through the Outward Bound experience is the main theme for Chapter 4. It first looks in general terms at the self-concept and Outward Bound before looking at some of the elements making up the self-concept, such as self-esteem, self-confidence, self-actualization and the physical self-concept. It then looks more specifically at areas of change and fluidity in "self." It looks at self-concept/ideal self-concept congruity, identity consolidation and self-concept change and adjustment. Throughout this chapter a closer look at research into Outward Bound is possible as it is this area which has attracted the most research into the Outward Bound process to date.

Chapter 5 attempts to evaluate the general impact of the various dimensions looked at in the previous chapters and particularly looks at the research into and evaluations of Outward Bound which have been made recently. It looks not just at the current impact of Outward Bound in various programmes for schools, colleges, school systems, tertiary and teacher education and areas of special need, but also at various industrial and therapeutic applications.

This chapter looks also at the general concept of transfer and attempts to evaluate Outward Bound's current contributions and implications in education and personal development, especially in the development of concepts of self. It also attempts to draw some conclusions about the educational impact of Outward Bound and investigate the breadth and depth of its education potential.

CHAPTER I.

The Development of the Dynamic Educational Experience of Outward Bound and its Relevance Today.

Origins and Expansion:

Thirty years before the birth of Outward Bound a young, Jewish man in Germany was struggling through a prolonged illness following severe sunstroke. He was forced to spend long periods in the semi-dark and during this enforced isolation, his mind, stimulated by the first three chapters of Plato's Republic, conceived the idea of a modern school. He committed it to paper in 1913, and six years later, under the patronage of Prince Max of Baden, the last German Imperial Chancellor, Salem School was founded.

Kurt Hahn, who was never to fully recover his physical strength, did however have a determination of spirit that ensured that Salem, under his headmastership, soon established a unique reputation in education circles.

By the early 1930's, however, Hahn had been imprisoned, and finally expelled from Germany by the Nazi regime. Influenced by the leadership qualities he encountered in many of his Etonian friends while he was studying at Oxford, and gathering together support from many powerful British friends, he established and became founding Headmaster of Gordonstoun School in Scotland.

Many men could now have rested content with their contribution to posterity having founded these two great schools, however, for Dr. Hahn in many ways Gordonstoun and Salem were only the foundations for the creation of a concept of education more expansive and greater in depth than most educators would have thought possible.

Hahn was associated with, or the inspiration behind, not only the County Badge Scheme, and the establishment of schools such as Battisborough in Devon, Boxhill in Surrey, Dunrobin in Sutherland, and Rannoch in Perthshire in Britain, but also Anavryta in Athens, Ibaden in Nigeria and Luisenlund in Schlesvig-Holstein. He was the co-founder of the United World College of the Atlantic in Wales (1962) (now joined by its sister World Colleges in Singapore and Canada), as well as the foundation of the first Outward Bound School, which, since its inception in 1941, has been joined by over 30 other Outward Bound Schools throughout the world.

A curious beginning - 30 years of influences, from Plato to Imperial Chancellors, from Nazi German imprisonment to Oxford/Etonian establishment, all preceded the circumstance that was to create Outward Bound.

War came and Gordonstoun's operations were moved in 1940 from the vulnerability of Moray Firth to the relative safety of the West coast of Wales.

In 1941, Gordonstoun's training sailing ship the Prince Louis visited the training ship H.M.S. CONWAY. Laurence Holt, of the Blue Funnel Line, a friend of Hahn's and Chairman of the Conway Management Committee became enthusiastic about the educational potential of such experiences for young men.

The scene was now set for the creation of Outward Bound.

Jim Hogan, the first Warden of the first Outward Bound School explains:

> Laurence Holt had a total dedication to the improvement of training for the sea. It was clear that he deeply regretted the passing of the square-rigged ships in which earlier generations of seamen had received their basic training. He believed that, denied engines and complex instruments, men had developed a sense of wind and weather, a reliance on their own resources - physical, nervous and technical - and an almost spiritual sense of fellowship and inter-dependence. The lack of these qualities seemed to him to be responsible for much of the loss of life by enemy action then taking place in the Battle of the Atlantic...

Suddenly, Laurence Holt struck the table. and announced "We'll support you. We'll give you a large house, trained men and a thousand pounds."
"Hahn will be delighted beyond measure, now we can really begin to work out the details." I envisaged a careful plan of campaign.

"How many can you take immediately," said Holt. "Let's say you'll start on October 4th."

"But," I gasped, "that's only five weeks from now."

"What's wrong with that?" asked Holt. [1].

So began a movement that spread throughout the world and has had great impact in education many thousands of miles distant from the place of that conversation decades ago.

World Wide Expansion.

In 1971 Professor Basil Fletcher undertook a major survey of the six Outward Bound Schools in Britain at that time. He reported that:

> As I collected my statistics about the work and influence of Outward Bound Schools, two discoveries deepened my conviction that I must make an evaluative as well as an objective study. My first discovery was that in the years following 1960, after nearly twenty years of steady growth, the Outward Bound movement began to show all the signs of an educational rebirth. During those twenty years the original and creative thinking that had given birth to the first school had changed and developed. But during this time nothing radically new or different was attempted. From 1960 onwards the picture changes, new types of courses appear, old types are radically modified, new experiments and new ideas, new wardens, new instructors were everywhere.
>
> My second discovery was the realization that what had begun as a simple wartime educational expedient in 1941 had, in a totally different world, become astonishingly relevant to that world. [2].

The most dynamic impact on Outward Bound was clearly the introduction of Outward Bound in the United States where since the first school in Colorado in 1960, 7 other schools have developed as well as an aggressive upsurge into analysis of the Outward Bound process and expansion of programmes.

The first trial Outward Bound programme in Australia in 1956 led to the development of a permanent school which operated at Fisherman's Point fifty miles north of Sydney. This school grew unsteadily until by 1972 it had established a sound foundation through its 10,000 "graduates" for the acceptance of the contributions this unique form of education had to offer to the individual. Unfortunately this sound foundation in educational achievement was not matched by versatility of approach, or organisational, administrative or financial strength and in 1973, following an almost complete operational collapse, the Australian Outward Bound School was moved to the Australian Capital Territory where it has seen vigorous growth and expansion in application and numbers of students. However, the impact of the Outward Bound theme on education in Australia has not been limited to that achieved through its own school.

Sir James Darling, writing on the establishment of "Timbertop" by Geelong Grammar School points out that as Headmaster he was:

> ..often asked what gave me the idea and whether it was in direct imitation of Salem and Gordonstoun. Certainly it owed a lot to Kurt Hahn, and in particular to a speech of his, a quotation from which was made in the original document for the foundation of Timbertop. [3].

The Relevance of Outward Bound In a Changing World.

One of the most evident features of the history of Outward Bound is the way in which change has been necessary. In an also changing world Outward Bound concepts have a particular relevance.

"It has been estimated that there is about 100 times more to know now than in 1900; by the year 2000 there will be over 1000 times as much." 4.

"The majority of all scientists the world has ever produced are still alive today. One half of the world's knowledge has been discovered since 1940. There is also a diminishing interval of time between the advent of a scientific discovery and its practical application. Advances in natural sciences have recently been matched by developments in the social sciences." 5.

It is clear that the concept of education as mastery of the known becomes impossible under these conditions and that instead the individual needs to know how to master the unknown. But who is to educate, who can educate in this way, where is education heading?

Marshall McLuhan talks about the "Destination Syndrome" in pointing out that "Goals are disappearing today, because we cannot maintain a point of view at very high speeds. We have an environment that is moving at very fast speeds. This speed of information movement creates a field rather than a simple area of subjects; it does not create subjects, it creates total field." 6.

What is education to do in the face of this onslaught? Maybe the answer lies in the suggestions made that at least in tertiary education "automatic terminal degrees should expire, unless renewed within a specified time period - say 5 years for a doctorate." 7.

There is however, little doubt that education is faced with a dilemma in this fast changing world. Gordon Allport points out that:

> One aim of education is to make available the wisdom of the past and present so that youth may be equipped to solve the problems of the future. If this is so, then we have good grounds for a feeling of consternation concerning the adequacy of our present educational procedures. The reason is that in the immediate future, the youth of today will have to live in a world very unlike the world of the past from which our store of wisdom has been drawn." 8.

Where lies the solution? Maybe parents are a better future prospect in educating youth than slow-to-change school systems, but as James Coleman points out: "Adults cannot afford to shape their children in their own image. Parents are often obsolescent in their skills, trained for jobs that are passing out of existence, and thus unable to transmit directly their accumulated knowledge." 9. This view sounds reminiscent of William James early 20th century concept of "The Futility of Fact."

Rapid social change also has implications for the processes of social learning which are going to be relevant and effective for preparing each young person for his "social" future.

There is a growing feeling that:

> Education must be designed to assist young people to cope with the pressures and problems of living in an urban mass society. The task for the school in this respect is to fashion educational experiences which will foster security, self identity and individuality." 10.

This position obviously throws much strain on the individual. We must it

This idea may well be as appropriate for adolescents, young adults and even mature age people as it is for children. It may well be why Outward Bound is so effective as a "place apart," in which learning can take place.

However, this general view of man, needing desperately to adapt to the voracious demands of his society may well be overstated. The rise of environmental psychology suggests that there are other things to be considered.

Environmental psychologists see man:

> ..not as a passive product of his environment, but as a goal-directed being who acts upon his environment and who in turn is influenced by it. In changing his world, man changes himself. A guiding principle in this field is the dynamic interchange between man and his milieu. The traditional conception of a fixed environment to which organisms must adapt or perish is replaced by the ecological view that emphasises the organism's role in creating its own environment. 16.

While this approach would seem to be less pessimistic a view of man and see the encounter between man and total environment in the change dimension as being at least equilibrating forces, environmental psychologists sound warnings that are as strong, even if coming from the opposite end of the spectrum. The view taken is that

> if psychological man is a function of his age, it is frequently in the negative sense of being alienated from it; from the social environment and the institutions that have been structured by technology rather than by the deeper and more enduring needs of humunity itself. The danger is not that we will be unable to adjust to our new environment, but that we may adjust too well... Human adaptability makes it possible for man to accommodate himself to conditions which threaten to destroy the values which are characteristically human. 17.

Experiential Education.

It seems clear that regardless of the theoretical stance one holds of the future, change, and man, the key to understanding the potential of each individual human person is the concept of self. Each unique identity is the accumulation of responses to experience, interpretations of self, and aspirations and behaviours that reach into that person's future life.

It is precisely this interpretation that motivates modern Outward Bound approaches. Outward Bound does not teach facts which can become outmoded - it has no social institutions to become either ossified or overturned - its organisation, its existence is centred entirely on the education of the individual, its methods are kept up to date by its reliance on the medium of effective and dynamic experience.

Unfortunately, so much of the way in which our society operates, precludes the possibility of such experience.

In society's noble quest to protect its young people from pain or anguish or confusion which might give stimulation to real and educative experience, it substitutes second hand (and often outdated or irrelevant) but less hurtful experience in its place.

Despite constant concern about the dis-ease of young people, research reports consistently find that generally young people are quite effectively socialised. A recent (1975) exhaustive report on Sydney Youth con-

we see very human reactions and human inability to manage the buffeting of social change almost daily. For example, "Rigidity is often observed. Instead of reacting to a new situation with fresh thinking, the person automatically treats it like the last situation." 11. Whether or not this is a defence mechanism or simply a case of inability to cope, it is clear that just as change is dynamic, so the process by which a person adapts to that change must also be dynamic.

Combs and Snygg for example suggest that:

> The first step in the acquisition of new concepts must, of course, be some sort of experience inconsistent with existing self-perceptions. The mere fact of living in a dynamic changing society imposes upon the individual a necessity for change. The varying roles the individual is called upon to play in the course of his interaction with his culture make it inevitable that sooner or later he will be subjected to experiences at odds with his existing self organisation. 12.

It would seem then that education for the future must be centred on the concept of the education of the "self." It is the "self" that must be adequate, adjusting and educated to deal with change. Unfortunately, in a world that is so changing, and in which there is little outside of the self of which to be certain, the "self has become the anchor that man hopes will hold in the ebbtide of social change." 13.

Outward Bound centres its programmes precisely in this area of self. In many ways its programmes are timeless. It uses expeditions, challenging experiences, complex and demanding social situations in an atmosphere and location entirely outside the students everyday world.

> People generally approach learning and change with ambivalence. They would like to improve provided change is not too threatening. But any learning situation does imply a threat to the individual's perception of himself and to the perception others have of him. The potentiality of failure, the unpredictability of what the future may be like if change is undertaken, produce ambivalence. Therefore, people approach learning and change with positive motivation but also with a considerable defense against going too far. 14.

The aim of Outward Bound is not only to heighten the prospects of the person re-investigating his perception of himself and the perception others have of him, but to do it in an atmosphere as devoid as possible of threat. Outward Bound is thus able to utilize the strong positive motivation in an atmosphere that discourages fear of threat or of going too far in the learning and change process. The techniques used in achieving this broad aim constitute a large part of the latter parts of this paper.

That the learning environment at Outward Bound is exciting, adventurous and in many instances simply thrilling, with its ropes courses, white water canoeing, and physically stimulating experiences may also contribute to the significance of the learning that takes place during 26 days at Outward Bound.

It has been suggested, for example, that:

> No matter if the world has speeded up and the rate of change enormously increased, so that each generation quickly becomes obsolete! A child still needs time to grow up, to integrate what he learns, to consolidate what he means to himself in his time of ascendancy. He needs time and desire to indulge in a little ordinary childlike activity that is

> Young people in general, on almost any research finding one would care to check, have very similar views to their parents. There is an abundance of evidence to show how successful the mechanisms of socialisation of children and adolescents really are, and how effective parental management and other forms of culture influence seem to be in continuing to maintain what might be called the continuities of social heredity. 18.

Another report, of 1952, illustrates the consistency with which our society limits young people's encounters with real experience. It points out that "adolescents live in a protective environment; their lives are in full view of the adults; their world is relatively consistent and integrated; and they have little direct acquaintance with other patterns of thought or behaviour. 19.

Carl Rogers well poses the relevant question:

> Could we possibly permit students to come in contact with real issues? Our whole culture - through custom, through the law, through the efforts of labour unions and management, through the attitudes of parents and teachers - is deeply committed to keeping young people away from any touch with real problems. They are not to work, they should not carry responsibility, they have no business in civic or political problems, they simply should be guarded from any direct contact with the real problems of individual and group living. This is a deep seated trend which has lasted for more than a generation. Could it possibly be reversed? 20.

The philosophy of Outward Bound is to provide just such an exposure to experience, it intentionally removes students from as many "support systems" as possible, telephone contact is unavailable, use of tobacco, alcohol or drugs is precluded, groups are mixed as much as possible to ensure heterogeneity of socio-economic, educational, cultural and occupational backgrounds. Only rudimentary shelter is provided and wherever possible the student is thrown onto his own resources in expeditions down rivers and over mountains.

In essence, Outward Bound works on the principle that, just as to build strength into a muscle it must work with heavier than normal weights and to retain fitness for the future the muscle must be used; so to best build strength of self, the person must encounter experiences of more than commonplace demands and learn how to handle these experiences and their like in the future. This is clearly a dynamic approach to experience. Embodied in it, is a statement about the uniqueness of man and an indication of his potential that is full of hope.

John Dewey points out that:

> The most notable distinction between living and inanimate things is that the former maintain themselves by renewal. A stone when struck resists. If its resistance is greater than the force of the blow struck, it remains outwardly unchanged. Otherwise, it is shattered. While the living thing may easily be crushed by a superior force, it none the less tries to turn the energies which act upon it into means of its own further existence... It is the very nature of life to strive to continue in being. Since this continuance can be secured only by constant renewals, life is a self-renewing process. What nutrition and reproduction are to physiological life, education is to social life. 21.

<u>The Life Long Educational Contributions of Outward Bound.</u>

Exposure to experience, to increase the prospects of developing techniques of self-renewal is the aim of Outward Bound. Through such a procedure,

Outward Bound hopes to educate, not to satisfy the needs of the present, but to develop techniques for satisfying the needs of the future. The often used slogan "Outward Bound: An experience for a life-time" seems to have sound relevance.

In this field of life long education Outward Bound may well be seen to have been one of the earliest educational forces. This life-long education concept has been given close attention in recent years but can be seen in Outward Bound concepts right from its inception in 1941. "The 1972 report of the International Commission on the Development of Education, published by UNESCO, contained as its first recommendation for educational planners the proposal that 'life-long' education should be adopted as the 'master concept' for future educational innovation." 22.

The difference in approach between this, the Faure Report 23. and Outward Bound, is that the "life-long education" currently espoused seems to rely more on education as a continuing "input" process, whereas Outward Bound aims at starting a process within the person that will inspire active searches for understanding rather than simply promoting receptivity to input.

In keeping with the knowledge explosion and speed of social change, the amount of time and energy spent by educators in assessing new directions and designing new strategies has also increased greatly. Unfortunately the relationship between good directions and application is disquieting. The Faure Report makes the direction clear that "the fundamental change in the educators' training will be required by their changing task, which in the future will be that of educating the personality, opening the way to the real world." 24. The direction seems clearly stated, where lies the practice.

Outward Bound in the Broader Australian Education Scene.

Connell looked at the Australian scene and concluded that:

> At the present moment most secondary school teachers would affirm that their job is to produce boys and girls who will be worthy persons, but they concentrate, in their school programmes, upon producing boys and girls who can be shown to reach certain levels of tested knowledge. 25.

It is of course, observations such as these which have given rise to "alternative" or "progressive" schools being developed. The unique position of Outward Bound in the Australian Education scene, is strengthened by the fact that it is not a "protest" educational movement, it is a complementary educational service. No doubt much of its success and prospects for impact come from the deficiencies and voids left by more conventional educational processes, however, because Outward Bound is related directly to the individual and not to any pre-determined levels of achievement, it has a place in the education of the individual regardless of that individual's previous educational experiences.

There are, however, times when Outward Bound may take on some remedial characteristics. John Dewey pointed out that..

> the belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative. Experience and education cannot be directly equated to each other, for some experiences are mis-educative. Any experience is mis-educative that has the effect of arresting or distorting the growth of further experience. 26.

There are many characteristics inherent in the Outward Bound experience that make it unlikely to be mis-educative. It is for example

ramifications, and it is holistic and impinges on experience from so many emotional, physical, psychological and social directions that it is less likely to produce imbalanced responses.

When a student comes to the Outward Bound School however, he almost surely brings with him certain attitudes, behaviours and concepts of self which have been built up as a consequence of his prior experience.

Should these experiences have had a "mis-educative" quality Outward Bound is able to provide a "place apart" from the daily re-inforcement of these experiences so that new learning experiences may be encountered.

The actual physical environment in which Outward Bound operates seems to reinforce this prospect for new learning.

> Wilderness simplifies behaviour. Because human relationships are at a minimum, we are free of some of the social roles imposed on us by our professional and public lives. The environment, too, is "simple," at least in the symbolic sense. The complexity of the urban scene is one of the things we hope to leave behind when we enter the wilderness. Perhaps it is a new and strange setting, and it may be visually complex, but it is not freighted with obscure or ambiguous meanings, and it is relatively free of social demands. 27.

I have suggested that Outward Bound, whether in its post-schooling form for young men and women aged 17-25 on a 26 day course, or for adults over 30, or in its schools' programme form, is a complementary education process. However, there are obviously areas in which its contributions are likely to be greatest and these areas are likely to be in areas least adequately covered by the general school system of education. In order to understand more clearly what particular relevance and contribution Outward Bound may have, we need to look briefly at the areas most lacking in the schools' system which coincide most clearly with Outward Bound's contributions.

A 1975 study asked Sydney teenagers.."'How much of the things you are studying in school deal with the things you really want to know?' Only 17% of boys and 14% of girls replied 'A great amount.' 25% and 30% said 'very little,' and the rest 'a moderate amount.'" 28.

The report went on to point out that while school practices heavily stress academic performance, the schools' stated objectives as expressed in the rhetoric of speech days and headmasters' pep talks seem to centre on social and character contributions.

Unfortunately, all too often the schools fail to achieve these through either their practices or their objectives. This 1975 study also points out that..

> the school has an intellectual culture which the teachers with to convey to the pupils; and its system of competitive assessment is the main sanction by which it controls the students' learning. The result is curious and ironic. The school system does not convey the intellectual culture to the mass of students. Most teenagers remain quite uninterested in books, light or heavy, and intellectual topics are low on the scale of interests until their later teenage years. What the school's socializing effort does, rather, is to select out from the mass of pupils, a scholarly type, to which it accords success...By the pressures set up by this persistent selection, the school polarizes the teenage population. The school's culture becomes a principle of differentiation which shows up, not just in school work, but in the broader field of leisure and interests. 29.

It is sad to see how often good educational ideals result in poor outcomes. So often educators design one thing and implement quite another.

Who would question the value of research? Who would question the value of ecological understanding? Who would question the value of students actively engaging in scientific investigation?

But how frequently encountered is the following situation?

> In most cases in science, school children are encouraged to engage in what is called "research," which requires the destruction of life. Of course, it is not research at all, because experimentation can only be called research when the answer we seek in unknown. Most of the experiments conducted in our schools are merely the re-enactment of what is already known, and is about as meaningful and necessary as sticking a needle in a Christian to see if he'll bleed like a Jew. [30].

Maybe this is what Professor Leonie Kramer meant when she said "If our students ask for bread and we offer them a stone, they will not be deceived in its coming in the guise of a multi-dimensional learning experience." [31].

Outward Bound's programmes centre on dynamic, natural experience. Its methods may well involve activities such as rock-climbing, caving, planning expeditions, rafting and other exciting and demanding pursuits, but its aim is simple, to allow the student to discover his own potential. There are no syllabi to follow in chasing vocational aims, there are no examinations to assess achievement, there is no reputation of the school to be upheld on the football field or wearing school uniform correctly in public places. In short, there is little clutter to the directly and personally related educational experience encountered at Outward Bound.

John Dewey similarly valued this concept of natural experience in saying..

> I am so confident of the potentialities of education when it is treated as intelligently directed development of the possibilities inherent in ordinary experience...that the only ground for anticipating failure in taking this path resides to my mind in the danger that experience and the experimental method will not be adequately conceived. [32].

He does however, clearly caution that the experience must be, "adequately conceived." Rock-climbing, canoeing, expeditions etc. are all activities available to any person in the community. The unique quality of Outward Bound is the professional way in which these experiences are designed , combined and presented. It is the particular techniques involved in doing this, and the educational theory and research which has led to the development of these techniques, that attention will be centred on for most of this paper.

It should not be assumed that Outward Bound's contributions in the realm of real experience means that its contribution is limited simply to physical or social abilities.

Dewey, again indicates the way in pointing out that:

> The initial stage of that developing experience which is called thinking is <u>experience</u>. This remark may sound like a silly truism. It ought to be one; but unfortunately it is not. On the contrary, thinking is often regarded both in philosophic theory and in educational practice as

It would appear that through the realm of well conceived and real experience, cognitive abilities may well be enhanced more significantly almost vicariously, than through more self consciously designed but often less motivating and more alienating cognitive programmes.

Few educators would devalue the importance of cognitive drive. This desire to know and understand, to master knowledge and to formulate and solve problems is crucial in the motivation needed for meaningful learning.

Ausubel, in tracing through the way in which cognitive drives, reinforcement and motivation are used in the school setting comes to the disturbing conclusion that:

> Eventually, the viability of the cognitive drive as an intrinsic, task-oriented type of motivation is impaired as a consequence of the increasing, almost exclusive, association of intellectual interests and activities with ego-enhancing and anxiety-reduction motives. If the desire to learn and understand is almost invariably exercised in the context of competing for grades, obtaining degrees, preparing for a vocation, striving for advancement, and reducing the fear of academic and occupational failure, there is little warrant for believing that much of it survives as a goal in its own right.
>
> Hence, if we wish to develop the cognitive drive so that it remains viable during the school years and in adult life. it is necessary to move still further away from the educational doctrine of gearing the curriculum to the current concerns and life-adjustment problems of pupils. We must place increasingly greater emphasis upon the value of knowing and understanding as goals in their own right, quite apart from any practical benefits they may confer. Instead of denigrating subject-matter knowledge, as so many allegedly progressive educators have done over the past fifty years, we must discover more efficient methods of fostering the long term acquisition of meaningful and usable bodies of knowledge, and of developing appropriate intrinsic motivations for such learning. 34.

One of the major difficulties to be overcome if this idea is to be implemented in schools is the need to rationalise the demands placed on the schools themselves that their students must progress towards acquiring prescribed bodies of knowledge, all divided neatly into subject areas for easier consumption, and the obvious motivating force inherent in students making their own choices about what they wish to learn.

Once again the complementary advantages of Outward Bound become evident. As a learning experience centred on the individual there are few impediments to choice. It is true that certain fundamental skills such as map reading, first-aid, navigation, and safety procedures must be taught but the bulk of the learning that takes place is learning about self and the human world. Consequently, the choice regarding what is to be learnt is almost entirely the free choice of the student. This freedom is expanded into many technical areas increasingly throughout the course until by the time of the final expedition students are choosing their own destinations, making their own routes, and organising their own time. This freedom is almost impossible in structured school settings. Psychological research provides clear evidence that some freedom in determining the course of events is extremely important. 35.

There are many other aspects of normal school system education which often can be seen to be working against the educative process. Often these impediments are related to problems inherent in large organisations and all too often, the attempts made to solve these problems within the organisational structure contain the seeds of their own destruction.

Jerome Bruner illustrates an example of this process and points out that:

> Somewhere between apathy and wild excitement, there is an optimum level of aroused attention that is ideal for classroom activity. What is that level? Frenzied activity fostered by the competitive project may leave no pause for reflection, for evaluation, for generalization, while excessive orderliness, with each student waiting passively for his turn produces boredom and ultimate apathy. There is a day to day problem here of great significance. Short run arousal of interest is not the same as the long-term establishment of interest in the broader sense. Films, audio-visual aids, and other such devices may have the short-run effect of catching attention. In the long run, they may produce a passive person waiting for some sort of curtain to go up to arouse him. 36.

Again the dynamic, natural, and personal nature of the Outward Bound experience would appear to be complementary to deficiencies that may arise in the normal processes of education.

We can see then that Outward Bound has the potential to fulfil a unique place in the education of the individual, especially through the presentation of dynamic experience.

An aspect of increasing concern in our society is that of leisure and the necessity of educating people in the use of "leisure," or as Peach more appropriately called it recently "discretionary time." 37.

Recent studies such as the "Youth Say Report" 38. and "12 to 20: Studies of City Youth" 39. seem to give clear indications that the traditional school sports such as football and other team sports do not maintain the interest of students after leaving school. Although physical education departments are broadening their programmes out of team sports and into individual sports and "leisure oriented" activites, there is still a long way to go. There is no doubt that the final resolution of this problem of education for leisure will need careful attention, and recent research 40. indicating that personality factors have a substantial influence on an individual's choice of leisure activities only confirms that any simple solution will probably be as appropriate as the old idea that "every boy should play Rugger: its good for them."

Observations of students at Outward Bound, especially on standard courses (ages 17-25) and adult courses (over 30 years) seem to indicate that many participants in Outward Bound courses come to a new realisation that active pursuits can be enjoyable and satisfying and may well be re-included in their repertoire of leisure activities. The feed-back seems to suggest, not that most ex-Outward Bound students rush out and join rock-climbing or canoeing clubs (although some certainly do) but that they do go out and do other active things which they were not inclined to do previously.

Some Aspects of Outward Bound Operations in Australia.

The Role of Experience.

It will be clear that the major learning medium used by Outward Bound is experience. Experiential Education is of course hardly new. It started with Adam and Eve and has been going on ever since. Certainly more human beings in the history of man have learned more by direct experience than they ever have in educational institutions, and despite the great wealth and energy poured into education facilities and systems today, this same process is still going on. However, in today's complex world there can be no doubt that learning through vicarious experience may not produce effective learning either in the quantity or at the speed required for survival in the fast approaching 21st century.

Outward Bound has no monopoly of the new formulations that are appearing to relate experience and education but has certainly led much of the recent development in this area.

In order to understand the processes used by Outward Bound, it is necessary to understand the concept of experience.

> The nature of experience can be understood only by noting that it includes an active and a passive element peculiarly combined. On the active hand, experience is trying. On the passive, it is undergoing. When we experience something we act upon it, we do something with it, then we suffer or undergo the consequences. We do something to the thing, then it does something to us in return: such is the peculiar combination. The connection of these two phases of experience measures the value of the experience. When an activity is continued into the undergoing of consequences, when the change made by action is reflected back into a change made in us, the mere flux is loaded with significance. We learn something. To "learn from experience" is to make a backward and forward connection between what we do to things and what we enjoy or suffer from things in consequence. Under such conditions, doing becomes a trying; an experiment with the world to find out what it is like; the undergoing becomes instruction-discovery of the connection of things. 41.

This process may well be understood also through Gestalt Psychology which suggests that whenever we have new experiences we tend to give them meaning or structure. The underlying principle of Gestalt Psychology is that just as nature abhors a vacuum, so humanity cannot tolerate structureless experience and that each individual is active in his efforts to organise and give good structure to his experiences and especially to the wholeness of that experience.

Consequently experience, once presented, may be seen to trigger off many processes which promote learning.

However, Dewey warns that:

> It is not enough to insist upon the necessity of experience, nor even of activity in experience. Everything depends upon the quality of the experience which is had. The quality of any experience has two aspects. There is an immediate aspect of agreeableness or disagreeableness, and there is its influence upon later experiences. Wholly independent of desire or intent, every experience lives on in further experiences. Hence the central problem of an education based upon experience is to select the kind of present experiences that live fruitfully and creatively in subsequent experiences. 42.

The potential for well designed experiences to have significant impact, particularly on young adults or adolescents is clear. It must be some measure of the success of Outward Bound in providing just such experiences that leads to the very positive results received when ex-students are asked to evaluate the impact of their experiences at Outward Bound.

In the mid 1960's a study by Otto and Healy gives some indications of the potential of Outward Bound type programmes. They explored adolescents' self-perception of personality strengths. They found that adolescents had available to them a great range of valuable personality strengths,however, more significantly they found considerable support "from previous studies that the process of identifying personality strengths is experienced as strengthening by the person engaged in this process." 43. This of course, is precisely what the Outward Bound experience is aimed at doing.

Otto and Healy seem to be giving strong support to the need for the Outward Bound type of experience in the education process in coming to the conclusion that..

> during this important and formative period an assessment of his personality resources by the adolescent would provide him with an ego-strengthening experience leading to increased self-understanding and awareness...which, in turn, is directly related to the development of his potentialities. It would seem both logical and necessary that during a period of maximal growth and stress such as adolescence, a series of strongly ego-supportive experiences be built into the educational sequence, to foster realisation of the child's potential. 44.

Although such programmes seem not to ever find their way effectively into educational systems there is no doubt that in isolated areas good results have been achieved. The single year experience of Timbertop has already been quoted. An increasing number of schools however are rejecting the idea of expensive permanent "bush school" establishments with their overheads, limitations, risk of creeping institutionalisation and loss of dynamism as they become "established" (or fixed) in one area.

One alternative and effective solution to this problem has been the development of joint programmes between Outward Bound and various schools. The pioneer in this field in Australia was Cranbrook School in Sydney which now operates a ten day integrated academic experiential programme in each of the first four years of its secondary schooling, in conjunction with, and along the principles of Outward Bound. A more detailed outline of the success and potential of such programmes will follow later in this paper.

Challenge and Adventure.

In the Outward Bound context the type of experience discussed earlier falls largely into the concepts of "adventure" and "challenge" and it is well worth looking at these concepts in order to further understand the processes of Outward Bound and its educative role.

> A person who has been in a dangerous, or apparently dangerous, situation and has only extracted himself from this situation by the use of all, or nearly all, his mental and physical resources may be said to have experienced an adventure.
>
> For a young person to be in an adventure is a rare educational moment. Almost without exception, they realise that they have accomplished something of which they can be justly proud. They have proved themselves to themselves. They begin to understand their real capabilities and life takes on more meaning for them. 45.

Lee Cronbach states the case almost too simply in explaining that "higher organisms like activity and adventure; taking steps three at a time is fun, even if it involves a bit of a risk." 46.

It would seem then that in adventure we have enjoyment and risk and a meaningful experience. But how do you really explain adventure?

Many people in Outward Bound have tried to explain it. Tom Price, a past Warden of the Eskdale Outward Bound School, with the aid of classical references investigates thoughts on the concept of adventure in the Outward Bound context, in the following way:

> Frequently boys bitterly regret having gone on some mountain expedition, but necessity is the mother of invention; they cope somehow, and come out of it bigger and better versions of themselves. I am convinced that everyone has a wealth of potentialities which are never tapped because the extreme exigency or the kindling spark of interest that would do it, never arises. A man might imagine all his life that he cannot jump a five-bar gate, until chased by a bull, or to quote from a comment of a boy recently on a course, "it reminds me of the saying of Confucius: 'A lion chased me up a tree, and I greatly enjoyed the view from the top.'"

> Outward Bound has become well known for this aspect of training, and there are dangers in it. There is a need for moderation and discretion. But undoubtedly it is one of the most important elements of the course and one of the most fruitful of startling results. It is as Francis Bacon said, "Prosperity doth best discover Vice: but adversity doth best discover Vertue." At Outward Bound, adventure means stepping out into the unknown, having completely committed one's self to an enterprise. The man who, without recklessness and with the most sober and careful provision against mishap and accident sets out on an adventure is a practicing optimist. It is indeed, this escape from selfish interest and morbid anxiety which is the liberating and enlarging force of adventure. In the words of Lucien Davies on the desperate climbing of the first 8000 metre peak, Annapurna, "A flame so kindled can never be extinguished. When we have lost everything, it is then that we find ourselves most rich." An adventure strips a man of the trappings of his self-importance, and of his illusory material security. Like King Lear, he realises he is just a "poor, naked, creature," unless he has some spiritual resources. 47.

This sound analysis of adventure by the experienced head of an Outward Bound School contrasts interestingly with the following account of some participants on an adult Outward Bound programme. In this account, there is no experienced analysis, just the flowing verbalisation of dynamic involvement in an adventure.

> I sampled this experience a couple of years ago on a rafting trip through the Dinosaur Canyon of Colorado and Utah. The most elevating aspect of this experience was Outward Bound's insistence that the five neophyte occupants of the raft take turns commanding the fortunes of this conveyance through successive river rapids. I can report to you that the skills of assorted and paunchy bankers, publishers, foundation executives, business types, and the like for doing this sort of thing run the full spectrum from Captain Bligh to Little Miss Muffet. But where the real learning takes place is as a member of the crew, armed with life-jacket and paddle, roaring through white water in the direction of a solid rock cliff under which the river seems to disappear in a whirlpool. It develops patience and fortitude not to suggest to the raft captain that he do something beyond swearing and waving his arms. In such a situation there are frequent plaintive glares at the one Outward Bound instructor aboard in the hope he might take a more active role than joyfully surveying the approaching disaster. 48.

It is interesting that despite the good humoured apprehension evident in this account, there is no suggestion that either the reporter or any other member of the crew in this seemingly perilous circumstance were prepared to pursue purposeful actions to withdraw from the situation.

This may be as a result of the "risky shift" phenomena described by Kogan and Wallach who found that when faced by situations or discussions "in which they must choose between a set of hazardous alternatives, individual members of a group tend to be even riskier in their decision making than they would have been if left to their own choice." 49. This seems to take place because of the diffusion of responsibility that takes place when a decision is made by a group rather than a single individual, who may not wish to take responsibility for a choice which may lead to bad consequences. In the account given above, it is significant to note that the instructor was clearly ensuring that responsibility for the group's decision to continue in this perilous river journey remained within the group, despite the obvious longing on the part of the group members for him to become involved and take the responsibility. This quest for transference of responsibility in risk

situations is just as noticeable oddly enough in many older people on Outward Bound programmes as it is in younger, less experienced participants.

This socially based "risky shift" theory may well underlie the obvious increase in involvement of people in adventurous activity at Outward Bound, however there are also other explanations.

Bryant Cratty, for example, in analysing psychological needs and motives concludes that:

> Another sometimes powerful motive to engage in physical tasks, particularly in those which require all-out strength and/or endurance, may be the need to perform a task for the sheer feeling of engaging in a difficult struggle. It has been suggested, for example, that man is a stress-seeking animal. Obviously, people possess this need to overcome adversity to varying degrees, depending on their inherent physical constitution, their past experience in physically taxing situations, and the rewards they have received when they have taxed themselves to their physical limits. [50.]

There seems to be good evidence [51.] that this type of process is also more likely and more successfully to occur where the adventure is one in a wilderness setting, where a sense of self-hood is stimulated out of successful struggle with the natural elements. It is also interesting to note that whether the person actually has struggled desperately or faced real dangers may not be as important as the fact that he thinks he has.

The idea that a need for adventure is natural to man has been well and variously expressed. Suggestions have also been made that

> Research might well indicate that not only is the urge for adventure instinctive, but that unless society provides socially acceptable forms of adventure in physically expressed terms, then the younger generation will seek it in anti-social forms. [52.]

If this is so, it would appear that adventure may have almost therapeutic applications. However, there may also be another side to this particular question. Inherent in the concept of adventure, or challenge, are ideas of confrontation with the new, the unknown, the existing and quite possibly, the frightening. It should be recognised however, that the high anxious trait person who encounters such a situation may re-act badly if suddenly plunged into unstructured situations where he must rely entirely on his own resources. This is one of the many reasons why a sound professional approach is imperative in Outward Bound, as simple formulas of "Character Training through Challenge and Adventure" may be counter-productive at best, and dangerous at worst if applied by the enthusiastic amateur, no matter how inspired and well intentioned he may be.

In the case of the high anxious person, challenging and adventurous activities need to be presented in a particular way. He needs more gradual transitions, that involve frequent experiences of success if he is to overcome his dependance on safe, well-structured situations and develop a greater ability to cope with more complex and stressful learning environments.

> The degree of threat experienced by an individual is in general a direct outgrowth of how strongly he sees himself as able to cope successfully with the situation confronting him. Other things being equal, people who see themselves as adequate are likely to experience threat less strongly than those who feel inadequate. Threat is the product of an inadequate definition of the self. When the perceived self seems adequate to deal with the situation it is

confronting, there is no threat. The degree of threat experienced is an inverse function of the amount of adequacy to cope felt by the behaver. 53.

People may also feel inadequate and consequently threatened if the individual is unable to determine the meaning of the situation in which he is involved. 54.

The lesson seems clear, there are dangers in the "adventure model of education," but clearly dangers which can be overcome with sound professional planning, and staff alert to the needs of individuals as well as the aims of the total programme and who are secure enough in their own identities that they have room left to be aware of the needs of those in their care.

With these problems overcome, there is no doubt that the adventure experience has great educative potential.

While the greatest danger to the individual in the adventure education setting is to deal inappropriately with his needs, on a more global view the danger seems to be more likely to result from the lack of educative adventure than misdirection of it.

Carl Rogers, in looking at the learning and problem solving processes concludes that

> it is necessary for self-initiated learning that the student, of whatever level, be confronted by issued which have meaning and relevance for him. In our culture we tend to try to insulate the student from too many of the actual problems of life, and this constitutes a difficulty. If we desire to have students learn to be free and responsible individuals, we must be willing for them to confront life, to face problems. 55.

Rogers feels that from such experiences, such adventures of life, the individual is released from many of the bindings and strictures of everyday highly socialised and institutionalised life and so achieves a unique freedom of self.

He describes this freedom as

> an inner thing, something which exists in the living person, quite aside from any of the outward choice of alternatives which we so often think of as constituting freedom. It is the quality of courage which enables a person to step into the uncertainty of the unknown as he chooses himself. It is the burden of being responsible for the self one chooses to be. It is the recognition by the person that he is an emerging process, not a static end product. 56.

Abraham Maslow looked from a different angle at the potential of significant learning experiences and payed particular attention to those parts of the experience that are extraordinarily charged with emotion, elation, exhilaration and satisfaction. He called them "peak experiences." Such experiences are very common on an Outward Bound course; at the end of a marathon run, at the top of a magnificent mountain, at the bottom of a first ever descent of a high cliff, at the conclusion of a demanding race of white water in a canoe, in the quietness of twilight on solo.

Maslow explains that

> a person in a "peak experience" takes on temporarily, many of the characteristics found in self actualizing individuals. Not only are these peak experiences the person's happiest and most thrilling moments, but they are also moments of greatest maturity, individuation, fulfillment - in a word, his healthiest moments. 57.

It is through adventurous encounters that Outward Bound brings people into situations likely to promote "peak experiences." It does so however, not simply to provide fun, thrills, or "healthy moments" but because of the educative potential of such "peak experiences."

Maslow explains that there is no controlled research data to present on this subject, however, he expresses his own convictions and goes on to outline the effects of "peak experiences" with a list of possible outcomes which in general parallels many of the aims of Outward Bound courses.

He makes propositions that "peak experiences" can:

1. Change the person's view of himself in a healthy direction.
2. Change more or less permanently, his view of the world, or of aspects or parts of it.
3. Release him for greater creativity, spontaneity, expressiveness and idiosyncracy.
4. Cause the person to remember the experience as a very important and desirable happening and seek to repeat it.
5. Cause the person to feel that life in general is worth while, even if it is usually pedestrian, painful or ungratifying, since beauty, excitement, honesty, goodness, truth and meaningfulness have been demonstrated to him to exist. 58.

It is unfortunate that Maslow is unable to support these propositions with controlled research data, however, anyone who has either encountered such situations themselves or seen such a process occuring in others would happily agree with the more simply stated view that "even if a person experiences adventure and then in no way continues any form of adventure activity, this is unimportant. He has had a valuable experience that will contribute to his maturation process. 59.

Risk.

While "peak experiences" may occur through significant aesthetic encounters as well as challenging adventures, and Outward Bound seeks to provide both, there is nevertheless a great emphasis in Outward Bound programmes on confrontations between the person and challenging situations. It has often been pointed out that this poses a baffling dilemma, for the very challenge of these situations

> derives in part from the elements of adventure and unpredictability: but adventure and unpredictability are defined by risk. Obviously, when young people are being instructed in these skills it is permissible occasionally for them to suspect that they are at risk: but it is not permissable that this suspicion should be justified. 60.

In the Outward Bound setting however, there are in fact many types of risk, not only the risk of life and limb.

In a sense, it may not be unreasonable to talk about cognitive risk in Outward Bound.

Throughout the programmes students are posed with many problems, ranging from continued group initiative tasks, to navigational problems in wild country, to social problems in an expedition group, to the logistics and resupply problems of a 23 day continuous journey over hundreds of square miles. Following basic training in skills and techniques and provision of basic data, students are thrust into responsibility for solving these problems. They are immediately at risk of making the wrong decisions, and directly accepting responsibility for these decisions. The staff will intentionally leave these risks with the students.

In most cases this process promotes considerable learning as the group and personal goals which develop throughout this unusual experience of an Outward Bound course often cannot be reached by the behaviour patterns the group or individuals already have available. Clearly, Outward Bound has either presented, or let develop, obstructions to the achievement of objectives, it does so on the principle that it is when discovery of the means of circumventing an obstacle is necessary that the stage is set for reasoning and learning.

This reasoning is most significant if it is the individual who takes the risks attached to the consequence of the reasoning. This is the aim of Outward Bound - to have the individual take the risks, the consequences, the responsibilities and of course, the satisfactions and the learnings, for himself.

There are many ways in which the close social environment, isolation from normal patterns of life and open,real and nurturing aspects of Outward Bound programmes are similar to T Group and Encounter situations and they will be discussed from time to time throughout this paper.

One particular way in which there are similarities is in the close and meaningful social interactions that take place within the basic group of 12 over the 26 days. In order for these interactions to be growth experiences students find themselves having to take risks in communication, trust, and sometimes self-disclosure.

The following comments on self-disclosure could well be relating to processes occurring from time to time on Outward Bound courses.

> Self-disclosure in the group can lead to a new kind of communication or at least a new freedom of communication. Communication that is characterised by a fear of self-disclosure is like trying to talk to someone across a room filled with pillars. In the group situation, participants learn how to remove some of these pillars, and to their amazement the house remains standing. 61.

The fear of revelation of self is closely related to the fear of self-awareness and Outward Bound consciously poses risks to individuals holding such fears. The subjective evaluations of Outward Bound staff generally conclude that courses produce shifts in all four quadrants of a Johari window, 62. with the quadrant 1, the "known to self/known to others" quadrant, almost invariably expanding at the expense of the 4th, "not known to self/not known to others" quadrant. There are obviously risks involved in this shift taking place, however, the non-evaluative, non-competitive, psychosocially supportive environment of an Outward Bound course is conducive to such shifts taking place.

The most clearly visible risk involved at Outward Bound, especially in the eyes of the layman is the physical risk.

A mild personal threat may be perceived as a challenge and that challenge may then improve performance as a result of higher arousal and motivation. However a severe personal threat will produce an excessively high level of arousal and may have deleterious effects on performance.

The important feature about the concept of risk or degree of threat is the nature of its perception by the person. This stems,naturally, essentially from the psychological make up of that person. There is evidence to suggest, for example, that factors such as birth order may be of importance to men in determining their entrance to risk situations. The finding that "first born males were most disposed to avoid those high risk activities (including rock-climbing) in which severity of physical harm can be high and the opportunity to attain a measure of security and peer support under stress tends to be low." 63. only illustrates the complexity of the problem of assessing the appropriate degree of risk and demands a professional and well considered approach.

The potential of risk as an educative process was looked at in 1972 in a study by Davis. He looked at the relationship between fear during rock-climbing and self actualization, and through questionnaires and self descriptions, he plotted data onto graphs which showed that the overcoming of fear resulted in new levels of self-awareness and self-confidence. The important process involved in this situation was that of facing up to, then overcoming the fear and converting it into enthusiasm. This was seen as necessary before the changes in self-awareness and self-actualization could take place. 64.

Safety.

Properly handled, adventurous activities, of necessity, involving risk, have educative potential, but unfortunately the prospect of exploiting this potential is restricted by institutionalised thinking on the part of many people in society who do not understand much about the processes involved and have learnt not just to fear what they don't understand but to try to find security by escaping the responsibility imposed by understanding.

Tom Price describes the situation well in a lecture called "Adventure by Numbers."

He suggests that commonly people say:

> Give our children thrilling adventures and make absolutely certain nothing untoward happens.' He goes on to say 'I think there is no question that much of what we describe as adventure is not adventure at all. Young people find adult thought processes confusing enough as it is, and we only add to the confusion when we describe walking on an empty, rounded hill, laden with emergency equipment as an adventure. We pay lip-service to adventure, but what we mostly teach is prudence, and the importance of being comprehensively insured'. 65.

Price attempted to analyse this situation more closely and analysed some of the reasons for this attitude in his lecture to the Royal Society of Arts in 1966. His comments are still relevant today. He makes some significant and perceptive points in suggesting that

> A clear sign of the lack of spiritual resources in people today is the fact that anxiety has become one of the greatest of modern ills, and it flourishes most in the fat soil of security. It is a middle class disease, endemic in those countries which enjoy the highest standards of living and greatest stability. We have banished fear, which is a healthy emotion, only to admit anxiety which is a morbid one. We no longer wake in the morning and spring to our feet to satisfy ourselves that there is no immediate threat. Instead we come gradually to consciousness and lie in bed in complete safety, gnawed by anxiety. The man who pins his faith on security is bound to suffer from anxiety, for he knows in his heart that however many insurance policies he takes out, he can never be really safe. The principle here is simple: anyone can make adventure training safe, by taking all the adventure out of it. 66.

Unfortunately, even in Outward Bound which claims to be a unique organisation fulfilling a particular need in providing the opportunity for self-discovery through adventure, there are those who can only think of insurance policies instead of total educative concepts. However, such people only reflect our society which seems to promote the ideas of doing it the easiest way and don't do it at all if there is a risk involved.

> In trying to guarantee safety the obvious approach is to ensure wider margins of safety by improving equipment and technique. This has unfortunate results in two directions. In the first instance the recommendations rob the experience of its value in a number of ways. In mountain walking for example,

novices are bombarded with advice with that tendency. Always carry waterproof clothing: no more getting wet; carry spare sweater and gloves etc. : no more cold; take a good torch: no more night; take watch, map and compass: no more doubt; take plenty of spare food: no more appetite; no groups of less than three: no more solitude; leave details of pre-planned route: no more spontaneity; study weather forecasts: no more scope for judgement; why, it has even been suggested that groups on expedition should carry alarm flares and short wave radios: no more separation.

Of course we do not want people, much less young people, to be cold, hungry, uncertain, alone, and so on, all at once. But if this dogma is taken too seriously, why bother to get out of the car at all? Why not just see a film about it? How can you feel the independance of material things that has always exhilarated travellers in wild country when even on the simplest expedition, you are staggering under your load of consumer goods? How can you exercise your instincts, judgement and intelligence when you have foreseen and avoided the need for this exercise? 67.

The emotional, physical and psychological highlights of adventurous activities come so often through the interaction of man with wild and hostile places and in the overcoming of abnormal difficulties. As mentioned before, it is just as a muscle grows through overcoming heavy weights rather than commonplace weights that the human character grows in strength by tackling difficult situations, not everyday affairs. Of course a strong human character is worthless in a dead body, and so at some point aspects of safety must over-ride considerations of the value of encounters with the difficult.

To do this effectively requires a highly responsible as well as enlightened approach. It is some tribute to the professionalism, responsibility and good sense of the administrative and field staffs of Outward Bound Schools throughout the world, that of the approximately 100,000 students who have entered Outward Bound programmes, the number of serious accidents and deaths can be counted on two hands.

When it is considered that most of these accidents were a result of freak weather conditions, the budding statistician would probably be able to prove that a young person engaged in an Outward Bound course for 26 days was probably as safe as driving a car or walking the streets for the same period.

Apart from the personal wisdom, experience and professionalism of the staff, the attitude to safety in Outward Bound in Australia has been one of inspiring a reasoned sense of responsibility in the student rather than simply using "safety" equipment and trusting in it to keep people safe. This involves a far more considered approach, which requires a careful evaluation of each situation and the introduction of appropriate procedures for that situation. It is simply because students can see that whatever safety precautions are imposed are done so on the grounds of appropriateness and good sense, rather than "because it is a rule" or "other people do it," that they readily support and adopt them rather than considering them pointless or irksome impositions. It is when this adverse reaction arises that situations become most dangerous, as the administrator is lulled into thinking he has every risk "insured" against, through his rules and safety devices, and the participant is either pacifically resisting following such procedures or actively disregarding them as inappropriate or unreasoned.

The Mobile Operations Concept.

The very essence of educational programmes involving the outdoors and expeditions is mobility. Traditionally, expecially in the British Outward Bound Schools, expeditions, whether at sea or in the mountains, were launched at different times throughout the course from an essentially fixed residential base.

A new type of mobility in Outward Bound was introduced in the American schools in the early 1960's. This involved mobility of operations of the whole course. In its most developed form, it meant students arrived at a location (not necessarily the Outward Bound School) and then proceeded on an expedition or travelled through various base camps and ended the course, either back at the original location, or in an entirely different area.

The Australian Outward Bound School followed the more traditional approach until 1973 when recognition of the overwhelming advantages in terms of involvement and committment of students, social interaction, versatility of programme and financial efficiency led to the introduction of the mobile concept when the school moved its base from Fisherman's Point in N.S.W. to The Australian Capital Territory.

A third concept of mobility was also introduced at that time. It was considered that the unique and valuable contribution Outward Bound had to make to education and individual personal development should not be restricted to the three major capitals of Sydney, Melbourne and Canberra. The huge area of Australia posed some problems in contact and travel for people in distant places such as North Queensland and Tasmania.

Consequently the Australian Outward Bound School developed operational methods and programmes that make it unique among Outward Bound Schools in the world.

By 1978, following its rebirth in 1974, the range of programmes expanded rapidly as did geographic locations. Courses for Teachers and for schools in Tasmania, N.S.W., A.C.T. and Queensland were added to the advanced Pack and Paddle, Pack and Paddle, Standard and Adult courses operating in N.S.W. and the A.C.T.

Hence Outward Bound operations were able to be provided effectively 2,500 miles north and 2,000 miles south of the Outward Bound School's national base in the A.C.T.

The concept of the mobile course has taken a new direction in the introduction of the Odyssey courses. The first of these courses to be introduced commences in the Australian Alps near Thredbo and comprises a continuous journey over the highest mountains in Australia, and before ending on Ninety Mile Beach, abreast the South Pacific Ocean in Victoria, includes caving, rafting, cascading, canyoning, rock-climbing, orienteering, expeditions, solo, and all the other classic activities of Outward Bound, melded together into a real life odyssey.

While Australian Outward Bound had already set its direction towards such mobile courses by 1975, the concept gained added support following the visit of the Director of the Australian Outward Bound School to 22 Outward Bound Schools and twenty other educational organisations and institutions throughout the world, in that year. The American example stood clearly as one pointing the way and confirmed the resolve that the mobile course concept had much to offer.

In 1970, Roger Putnam, the Warden of the Eskdale Outward Bound School in Britain also visited the U.S.A. to study the American Schools and in particular the mobile concept of operations. In his report,

> he mentions, among other advantages, the fact that students within a patrol relate to each other more effectively than at a standard course, since there is continuous total involvement with the course dictated by common isolation and hardships. By this means group identity is fostered and group cohesion strengthened. In mobile courses the challenges are less contrived and so more realistic than on a central course and the changing daily scene gives tremendous scope for flexibility in the organisation of the programme and particular situations as they arise are exploited to the full. 68.

The mobile course has many ramifications for the operation of a school. New skills must be developed in administration, logistics, utilization of equipment and plant, and organisation and planning. Together they give Outward Bound a method of operation quite distinctly different from most other educational organisations. The key to the successful development of such a form of operations lies in the expertise, compet nce and experience of its staff.

Staffing.

Roger Putnam's report on mobile courses pointed to some of the underlying features of staffing such programmes. He reported that

> this decentralised form of operation requires great administrative ability in the central staff and high teaching ability in the leaders of each patrol (in Australia patrols are called groups)...The involvement of an instructor is deep and his relationship with the members of his patrol is closer and more effective than when he is felt to be a member of a central school staff. However, the mobile course also places great responsibility and strain on patrol instructors who may be alone with their patrol for days at a time without the opportunity to turn to other instructors for advice or assistance. 69.

As so much of the success of Outward Bound relies on the particular qualities, training and techniques of staff members, some analysis of staffing may prove valuable in understanding the contributions of Outward Bound to education and personal development.

In Australia there are four broad categories of people who staff Outward Bound. a) The office staff: full time and part time staff who man city offices and are involved in such activities as enrolments, publicity, recruiting, fund raising and administration. b) The permanent staff who are mostly graduate teachers, with a few logistic and administrative staff and are largely responsible for the educational operations of Outward Bound, c) Temporary summer staff who are either assistant instructors, assistant administrators or group instructors and who generally have completed an Outward Bound course themselves and are either, senior university students or teachers who work with Outward Bound throughout the summer period and school vacations (when the greatest number of standard courses and Pack & Paddle courses are conducted) or are working in other fields (usually having worked at Outward Bound in vacations while acquiring their qualifications) and are able to assist Outward Bound during periods of annual leave, and d) "apprentices" or junior assistant instructors, comprising young people in their mid to late teens who have shown particular ability, maturity and leadership potential during a schools programme or Pack & Paddle camp and are invited to become junior assistants on further Pack & Paddle or schools courses, before completing a standard course then joining the ranks of assistant instructors during their tertiary education vacations.

It is principally the permanent staff and more experienced temporary staff, particularly temporary group instructors who make up the body which will generally be referred to here as the teaching staff.

In a recent conference on Outdoor Pursuits in Higher Education, Robert Peih pointed out that:

> Kurt Hahn said, "Outward Bound is like Achilles' sword. It heals as it cuts." This dual, contrasting function is not an automatic one.
> The Outward Bound ideology is compelling, persuasive, and facilitating. It can also cut deeply and not heal. The philosophy and the articulation of ends and means must be understood beyond cliches. Otherwise, imitation, gimmickry and labels or

> crutches, not walking sticks, take over. When understanding vanishes in euphoria, any form of experiential learning becomes impossible because we limit our capacity for experience and for transfer.
>
> Outward Bound does not automatically work. Outward Bound staff who cannot both theoretically and practically communicate the articulation of Outward Bound's basic ends and means may well be regarded as arrogant, elitist and pancreas pushers. 70.

His statement heralds clear warnings that need to be heeded in the staff of Outward Bound. Outward Bound is a powerful and effective experience and attracts large numbers of people who would like to be involved in its operations or on its staff. The constant problem in staffing Outward Bound is not in accumulating the applications for positions but in finding people with the particular experience, qualifications and characteristics that will allow them to contribute most effectively to this unique educational organisation.

Unfortunately there are few definitive guide lines to School Directors either of the characteristics necessary or the best methods of selection of staff. Some good work has been done by Pooley on "The Assessment of Men for Job Placement at Outward Bound Schools" in 1968, 71. and an analysis of personality factors of Outward Bound Instructors by Hendy in 1975, 72. However, this is an area in which still much investigation is needed and generally, thoughts about effective Outward Bound teaching still has to be drawn from broader areas of learning theory and teaching practice, and interpreted in the light of Outward Bound conditions.

In looking at some Outward Bound instructors in the United States, Hendy outlines part of the problem in suggesting that:

> It is dysfunctional to hire senior high school teachers who understand youth, but who lack advanced outdoor skills; it is dysfunctional to hire outdoors people who have no rapport with youth; it is dysfunctional to hire leaders and adventurers with no feel for education; it is dysfunctional to hire outstanding climbers and canoeists with no empathy for the poorly co-ordinated and the weak, for life's perpetual drop-outs and for those who give their utmost but who fail to achieve their objective. 73.

His analysis of the personality factors of instructional staff, although unfortunately limited to only one U.S. Outward Bound School, gives some interesting results. For example, for "76% of the sample, their lifestyle is independent and self-directed,leading to active attempts to achieve control of the environment." 74. He also goes on to comment that "There is little room for emotional behaviour in the face of implacable Nature when accompanied by ten or so wilderness novices whose lives are in one's hands! It is thus comforting to find 90% of these instructors emphatically rational in their approach to tasks and problems or else equally balanced between getting things done and emotional relationships." 75. He found that Outward Bound instructors typically had a clear self-concept, were bright, tender-minded, very imaginative, and creative. Of particular interest was the fact that instructors rated as superior were distinguishable on their personality characteristics from those rated as satisfactory.

> Enthusiasm was a very noticeable quality of the superior instructors as was forthrightness. In view of the short time period instructors have with their students, the ability to dispense with trivia, peel away the facades and get down to business is desirable in an instructor. Furthermore, teacher effectiveness studies have shown that students trust and like such teachers and in the Outward Bound situation when students perceive themselves to be at risk, all they have to begin with is trust in their instructor

> and in their peers. It isn't until later they trust themselves...Also noteworthy are the high scores by the superior instructors on being imaginative and experimenting. 76.

This evidence may well give some indications of the reasons for Outward Bound Instructors being successful in their teaching roles, however there are obviously many other characteristics required if this particular teaching role is to be carried out effectively.

One of the major characteristics required is warmth of personality.

Research evidence suggests that "teacher warmth tends to be associated with creativity and teachers who like pupils, tend to have pupils who like each other." 77. Similarly, "emotional security is highest with warm, understanding teachers who are also business-like." 78.

In the Outward Bound context the bewilderment and stress often engendered, especially in the early days of a course can cause dislocation of the individual unless some anchors of emotional security and new satisfactory social relationships can be found quickly in order to prevent the whole experience being perceived as threatening and thus only arousing anxiety. The instructor is in a key position to facilitate these situations, as well as a creative approach on the part of students to these new problems, but only if he is acceptable as a person, and in this particular environment this requires a clearly perceived warmth of interest and personality. The instructor needs an "unconditional positive regard" 79. for his students. That is, he must simply demonstrate "I care" not "I care for you if," with conditions of worth or behaviour attached.

N.L. Gage outlines some other ways of looking at the concept of warmth in suggesting that:

> Warmth may be understood in relation to conditioning theory as the teachers' overall tendency to emit positive reinforcements. Hence, pupils who have warm teachers are less inhibited about making responses, because whatever they do is likely to be met with positive reinforcing behaviour on the part of the teacher.
>
> In another sense, however, the value of teacher warmth may be understood in terms of the theory of cognitive balance, which predicts that we will tend to like someone whom we recognize as liking us. 80.

While there is an abundance of evidence to suggest that teacher warmth is a very pervasive influence on student behaviour and learning (even to the point of raising I.Q. scores 81.) in the Outward Bound environment it may have particular significance. Much of the learning which takes place at Outward Bound requires the student to set his own goals and work at them in an unsupervised situation. Outward Bound also attempts to inspire students towards maximising their efforts in order to gain greater personal achievement. Thus it is most important that the instructor creates an appropriate climate for these processes to occur.

It is clear from research evidence that there is "a significant and positive relationship between the warmth and friendliness of the teacher and the amount of work, both self-initiated, and required, done by students." 82.

The potential for Outward Bound staff to maximise their warmth to students and consequently their effectiveness in these areas is increased by the lack of necessity to push for completion of syllabi or fulfil formal content requirements. In Outward Bound programmes, the personal development of the student has the unquestioned highest priority.

There is, however, a note of caution required in evaluating the concept of teacher warmth in the Outward Bound context. It is clear that students who regard a teacher favourably, with high esteem, will tend to adopt that teacher's attitudes and orientations, in effect adopting the teacher's values as their own.

This phenomenon, as we shall look at more closely later, can have great advantages for teachers who accompany their students on integrated academic/experiential Outward Bound programmes, and go back to their schools with far better understandings and relationships with their students than they had previously. However, it is also a seductive phenomenon, as it can lead to ego-enhancement on the part of the teacher or instructor and this ego-enhancement may then motivate behaviours on the part of the teacher which have as their primary aim not the enhanced learning prospects of the student, but the ego-enrichment of that teacher.

This particular danger of misguided energies is one of the greatest dangers in Outward Bound staffing. There are three major factors contributing to this danger. Firstly, the relative youth of the staff and especially the temporary staff (generally in the low to mid twenties), while having many advantages, means that these staff possibly have unconsolidated ego-identities themselves. Secondly, because of the close social relationships and group dynamics that develop during a course, the staff find themselves in situations and with feelings, paralleling facilitators in T Groups.

Thirdly, the whole aura of the Outward Bound theme as demanding, adventurous, philanthropic and respected creates an atmosphere in which students assume instructors to be extraordinary people and instructors feel they have to meet these expectations. This is a seductive process and requires a level-headed, mature understanding on the part of the instructor if his ego is not to become inflated and then seek its own nourishment in ego enhancing behaviours.

The first of these factors may not be as great a concern as at first would appear, despite the ready acceptance of the importance of the instructor's role in the outcomes of the Outward Bound experience. (In 1972, for example, John Rhoades' dissertation on "Change Theory and Outward Bound" emphasised the crucial role of the instructor in the change stage of his three stage model of "unfreezing, change, freezing.")[83].

However there are two influences which mitigate against this problem. The first and most important is that the careful design and creation of psychological climate and form of the course is in the hands of experienced School Directors and senior teachers who ensure that philosophies and standard practices are implemented which prevent any excesses of ego or identity exploratory behaviours on the part of younger staff. The second influence is in many respects a corollary of the first. As almost all instructional staff have already completed an Outward Bound standard course themselves, are trained in the techniques and philosophies of the organisation, and are enthusiastic to work with Outward Bound, there is a strong natural tendency to adopt behaviours appropriate to the role of instructor, rather than inappropriate behaviours. Consequently, an instructor having an unclear ego-identity himself may not necessarily be unsatisfactory as an instructor. A person who has ego-inconsistencies would hopefully not be retained in an instructional position by an alert and conscientious School Director.

The second phenomenon encountered by staff members is that of finding themselves in similar positions to facilitators in T Groups. This process develops from early in the course and has many seductive qualities. Roy Whitman's comments in his paper "Psychodynamic Principles Underlying T-Group Process" could well be describing the Outward Bound situation when he suggests..

The impetus for the drive to obtain responses from

> the trainer lies in the newness of the situation. When anyone comes into a new situation with unknown potentialities, he becomes anxious. When someone is beset by anxiety in a new situation, the natural response is to seek help from experts or people who seem to know what is going on. Some of this is realistic dependency and some of it is unrealistic. When the trainer fails to supply this help, anxiety and dependency increase. This often becomes progressively more unrealistic; as the questions directed at the trainer take on more and more of the character of getting some response, <u>any</u> response, of a 'giving' nature. 84.

This situation is noticeable not only on standard courses, but also on schools courses where students are taken into what is usually an abnormal learning environment for them - the outdoors - and are confronted with the idea of "learning" from the world instead of being "taught" about it. It takes strong concentration, willpower and understanding on the part of the instructor or teacher on either a standard course or a schools course to stop using "I", and directing the learning, but instead putting his energies into designing learning experiences for the student which are not centred on the teacher.

There is no doubt that the relationship quickly established and supported throughout the course by the very nature of the experience wherein students are constantly encountering new and demanding situations and the instructor in the only (warm and) secure authority, is a seductive relationship. Again the similarity with a trainer in a T Group is clear.

> Being a trainer is a stimulating role and function. Being looked to for leadership and being depended upon for guidance is a very heady thing. Experienced trainers have almost always been aware, however, that the degree of influence they wield is disproportionately large. 85.

A parallel function to the feelings and reactions of staff during an Outward Bound course is that of the students themselves. They are often deeply moved by their experience, which for some, may have been the first experience of significance, of independence, of self-worth or of belonging that they have had in their lives. The attachment to the environment which gave them these good feelings sometimes becomes very strong. If they go away from Outward Bound, secure in their own identities and aware of their own worth and potential they often acknowledge the value of Outward Bound, recount the tale, give support and become effective ambassadors for the concept. Unfortunately, sometimes only the first stirrings of identity and self-worth are made and just as with T-Group situations some students have "separation problems," they need to cling to the experience, form associations, or try to join the staff in order to re-live their adventures, and become "possessive" in their attitudes to the organisation which has played such a significant role in their lives. It is unfortunate when this form of identity confusion takes place as it indicates a personality still inadequately formed, which is looking back rather than looking forward. It is pleasing to note that while this phenomenon is observable in Outward Bound it is nevertheless unusual when the tens of thousands of ex-students of Outward Bound are considered.

The third phenomenon encountered by staff members and which is conducive to their ego-enhancement comes from their involvement in a "glamourous", adventurous job and the admiration and expectations awarded them by students.

A study by Havinghurst, Robinson and Dorr on "The Development of the Ideal Self in Childhood and Adolescence" points out that:

> The ideal self commences in childhood as an identification with a parental figure, moves during middle childhood and early adolescence through a stage of romanticism and glamour, and culminates in late adolescence as a composite of desirable characteristics which may be symbolised by an attractive, visible young adult, or may be simply an imaginary figure..
>
> There is a great deal of evidence that the ideal self is deeply influenced by association with people who are in positions of prestige...A boy or girl combines qualities of parents with qualities of attractive, successful young adults into a composite ego-ideal. The inference is clear, that schools, churches and youth-serving agencies influence the ideals of youth as much or more through the presence and behaviour of teachers, clergy and youth-group leaders as through their verbal teachings. 86.

This situation has two clear ramifications for Outward Bound staffing; firstly it means that selection and training of staff must be effective, to ensure that as far as possible these ego-ideal models are stable, adjusted and worthy, considering the potential impact they may have on their students; and secondly that the staff themselves must be aware of this situation so that they are not seduced by these conditions into behaviours and attitudes consciously or unconsciously designed at increasing their own ego-enhancement.

Parallel to these considerations of the ego-involvement of instructors is the question of the appropriate teaching style to ensure the potential value of the Outward Bound educative experience is maximised.

It has already been suggested that one of the most important requirements for the good Outward Bound instructor is to be able to prevent the learning process centreing on himself.

The story is told of a Chinese who implored his friend to explain to him the mystery of life. The friend said "When you are hungry and thirsty, my eating food or drinking will not fill your stomach; you must eat and drink for yourself." This is the main theme of Outward Bound: that the learning process is the individual's, for his growth, and for his satisfaction. It is not set up for the satisfaction of the teacher, whose job it is, instead, to create the most appropriate circumstances for learning. (Contrary to expectations, however, this does not rob the teacher of his own satisfaction, or of his own potential for personal growth, indeed under such a method, both of these factors seem to flourish more than normal.)

In his 1971 "Analysis of the Impact of Outward Bound on Twelve High Schools", Dr. Joseph Shulze makes the statement that:

> Outward Bound has legitimized and provided sanction for the progressive notion of learning by doing. Activity and experiences (reality testing) have played a diminishing role in classrooms as teachers feel more and more pressure to get up to World War II, finish the book, or prepare the student for chemistry.
>
> Outward Bound represents a refreshing return to a spirit of involvement, action and decision-making. 88.

One of the greatest difficulties of course, is getting staff to allow this to happen. The conscientious adult with concern and care for his students often finds it very difficult to stand back and let this learning take place; he becomes anxious that the best solutions may not be reached or that he hasn't prepared the situation or the students sufficiently or appropriately, and so often has the urge to step in, act, involve himself and make decisions - just those things which if you ask him - are what he wants the students to do.

It has already been said earlier, that it is necessary for self-initiated learning that the student, of whatever level, be confronted by issues which have meaning and relevance for him - he must be allowed to face problems.

Carl Rogers makes it clear that..

> Experience indicates that the teacher who would facilitate this type of learning needs, first of all, a profound trust in the human organism. If we distrust the human being, then we must cram him with information of our own choosing lest he go his own mistaken way. Another requisite is sincerity, realness, absence of facade. Thus the teacher is a person to his students, not a sterile tube through which knowledge is passed from one generation to the next. Another essential teacher attribute is the ability to understand the student's reactions from the inside, an empathic awareness of the way the process of education and learning seems to the student. 89.

It is interesting to note how closely these views on the role of the teacher coincide with the idea of the place the teacher holds in the concept of life-long education. As previously discussed, Outward Bound aims in a condensed, encapsulated form to provide "an experience for a life-time." It can't do this effectively if the learning that takes place centres on a teacher who will teach, explain, help and make decisions, but who will not be available to the student to do these things throughout the rest of his life.

The parallel with life-long education can be seen in the remarks on the role of the teacher in life-long education by A.J. Cropley in 1974.

> The teacher is conceptualized as an "educational consultant," who will facilitate educational and cultural development for each student, as a specialist in learning methods, or as a co-ordinator of learning activities. The basic role implied is that the teacher will guide and co-ordinate learning, rather than impart knowledge, that he will help individual people to handle their individual problems and to learn in their own way, and that he will be an adviser and resource person, almost a collegue, rather than a distant and infallible authority. 90.

This method of "teaching" is something of an unusual experience for most students and those who have been taught in the past by more conventional means, may find initially in such a learning environment, tension, frustration and disappointment. They will often feel that planning and direction are lacking and will attempt to either coerce or seduce the instructor into at least taking a more active role or even better, taking responsibility and doing their thinking for them. It is a sad reflection on our society and our education systems and methods that in Outward Bound the experience has been that younger people (for example on schools courses) adapt and respond to such a situation faster and with more ease than do older people (say on an adult course.)

Under these circumstances the instructor must act as a translator of circumstances and situations, but must not interpose himself between the learner and the experience, but instead help the learner understand the "language" of learning for himself. If the instructor is able to do this, a whole field of educative experience opens to the student.

This is particularly evidenced in goal setting. One of the major emphases in an Outward Bound course is that students should set out and seek to attain their own goals. Expeditions, menu plans, routes taken are all often mapped out by the students themselves. The final expedition on a standard course in which 5 or 6 students set out on a journey of 4-5 days over rugged terrain to achieve the route they have chosen for themselves, exemplifies the attempts by Outward Bound to have students set their own goals.

One of the greatest tragedies observed in modern education is the number of students who are "doing time." They live a life of half-heartedly fulfilling expectations of others. They sit at their homework for an hour, so that parents will not chastise; they "do" three pages of an essay, because they know that that is an acceptable enough level of response to ensure the teacher will not scold; they sit through 40 minutes of a mathematics or science lesson because that's what is expected of them. Unfortunately, in none of these responses is there a desire on the part of the student to achieve something particular to him, to set a goal and then complete it, whether it takes 3 hours or 1, 10 pages or 3, or time after the lesson to clarify understandings.

The experience of observing students at Outward Bound illustrates that

> Students who know the goal, can select provisional tries better than pupils who follow instructions they do not see the point of. They can contribute better suggestions and judge their own progress. Moreover, a group that participates in setting goals is more likely to strive for those goals. Once a goal becomes the group's rather than the teacher's, effort follows. They enjoy work that seems to be going somewhere, and they are kept at work by their sense of responsibility to each other. 91.

For many students, this opportunity is a much sought after chance to move towards adulthood. Throughout their lives it is so often parental expectations, social pressures, work systems or school requirements that have established their goals for them. All too rarely in our complex society does a young person get the opportunity to tackle a challenge, setting his own goals and accepting responsibility for his own actions, achievements, defeats or successes.

It is simply because this experience of goal setting is new to most Outward Bound students that there is a need for a guiding framework within which they can progress in developing goal setting skills and gain satisfaction and feed-back from these experiences. In addition to the pervading Outward Bound philosophy and the course structure, the instructor plays an important role in this process.

This is one of the many situations in which the relative youth of the teaching staff proves a great advantage. The influence of peer and reference groups on individuals will be discussed in more detail later; suffice it to say here that students are both prone to identify with their instructors (as discussed earlier) and also, because the instructors are in many respects seen as peers, and because of the very open, non-authoritarian, informal methods used by instructors, a co-operative, joint goal-setting exercise is possible. In the early stages of the course, the joint goal-setting tends to be that between instructor and group. However, as courses are designed to ensure that the instructor increasingly withdraws his influence (and indeed, by half way through the course, even his physical presence), the joint goal setting process comes through the students themselves and so an easy transition is made to peer co-operation.

This process has many important ramifications and helps to set the generally productive, nurturant, co-operative and socially effective

tone which soon develops through the course.

The observation of this process at Outward Bound is supported by research findings in this area. For example, D.W. Johnson concludes from his survey of such research that:

> In order for relationships to be optimally rewarding, in order for conflicts to be handled in productive ways, and in order for learning to be most facilitated, the teacher should develop co-operative interdependencies through division of labour, through setting mutual goals, and minimizing interpersonal competition. [93.]

It can well do to be emphasised that the instructor needs to control his own impulses and understand his role in this process very clearly for it to have maximum effect.

A study by Heil, Powell and Feifer relating student achievement to interaction between teacher and student personalities, seems to support this idea. They found that well-integrated (self-controlling) teachers were the most effective (from scores on achievement tests) with all types of students, whereas the weakly integrated teachers were ineffective with everyone except the children identified as "strivers." [94.]

Although as a matter of policy Outward Bound declares that no student is expected to fulfil prescribed expectations of achievement or display any particular attitude or philosophy (apart from the three they volunteer to follow in joining the course, i.e. to do everything to the best of their ability; consider others as fully as possible; and not partake of unprescribed drugs throughout the course); there can nevertheless be no doubt that instructors, at best unwittingly, emit expectations. Inasmuch as attitudes tend to be reflected in behaviour, students doubtlessly scan the behaviour of their instructors for cues, not only as to how to proceed on tasks but also for cues as to what their attitudes toward the tasks should be.

This places a great responsibility on the instructor who needs to be well aware of his own feelings, attitudes and the consequences of his behaviours and how they are likely to be interpreted by his students. If the prime aim of development of the student is to be achieved, the instructor may well find it necessary to sublimate expressions of his own feelings and attitudes in order to fulfil his own priority responsibilities in the position of instructor. The major task facing the instructor in such situations is to be able to do this effectively while maintaining his own valuable identity.

This idea comes close to the concept Gage talks about as "cognitive validity" which he describes as

> the degree to which the teacher possesses and reflects in his behaviour, a valid, systematic, cognitive structure of the concepts and principles of the discipline he is trying to teach. [95.]

While all Outward Bound instructors need this "cognitive validity," the permanent and senior temporary instructors in particular have a more complex set of "disciplines" within their construct of cognitive validity. For while the discipline of the temporary instructor, involved primarily in Pack and Paddle, Adult and Standard courses is that of stimulating the personal growth of the student, the senior and permanent instructors, more often involved in teachers courses, schools programmes and other academic/experiential courses, have the dual task of encouraging learning of specific material and developing the methods of learning as well as actively stimulating personal growth.

To do this effectively is a formidable task and these staff members need the best possible training and experience. It is for this reason that the Australian Outward Bound School adopted the policy in 1973 of requiring permanent teaching staff members to be university graduates with training in the field of education, as well as having appropriate experience, motivation and personal characteristics.

Although not all Outward Bound schools in the world require these formal qualifications (increasingly more are drifting into it however, even if they don't currently stipulate these requirements), the notion is hardly progressive.

John Dewey was making good sense on this topic as far back as 1933 when he pointed out that:

> Some of the reasons why the teacher should have an excess supply of information and understanding are too obvious to mention. The central reason is possibly not always recognised. The teacher must have his mind free to observe the mental responses and movements of the student members of his group. The problem of the students is found in subject matter; the problem of the teachers is what the minds of students are doing with that subject matter. Unless the teacher's mind has mastered the subject matter in advance, unless it is thoroughly at home in it, using it unconsciously without the need of express thought, he will not be free to give full time and attention to observation and interpretation of the students' intellectual reactions. 95.

It is one of the most fortunate aspects of staffing Outward Bound that the number of well qualified and suitable applicants for the available positions is always plentiful, not that that makes selecting the best of these any easier. Nor does it mean that the unique demands placed on the educator in the Outward Bound context are compatible with the needs, aspirations, abilities or philosophies of many to whom at first the prospect of working with Outward Bound appears attractive.

It is however, clear that despite the very particular demands placed on the teaching staff at Outward Bound, not only to be professionally and personally aware and versatile, but to operate often under difficult climatic conditions, relying more on good sense than facilities; there is a growing career structure within Outward Bound schools throughout the world. In addition to the impact on education being made generally by Outward Bound through its own programmes, it has also stimulated many adoptive programmes, largely through Outward Bound instructors going out into the broader fields of education after some time.

The professional Outward Bound educator, however, holds a unique position. He moves through different state education systems, through a range of educational areas from in-service training for teachers, to colleges, to secondary and primary schools, as well as becoming involved in specialised education programmes for particular groups such as handicapped people. This gives him the opportunity to understand the science and the arts of education in such a manner as few other teachers have available to them. Because he belongs to a school whose programming catch cry is versatility and education designed to be appropriate to particular needs, he is forced into analysing his aims and methods continually and is not limited within institutional restrictions or by unproductive administronia. It is not surprising that working under such conditions poses strains but also develops able educators, free to make significant contributions to the education and personal development of their students and to the programme enrichment of the schools with whom they work on combined academic/experiential courses.

CHAPTER 2.

Some Educational Dimensions of Outward Bound.

Many of the educational dimensions discussed in this chapter are also covered in other sections on sociological or psychological aspects of Outward Bound. I have not tried to deliberately minimise the overlap and so some duplication of comments and analysis is bound to occur.

Outward Bound gains much of its effective strength from the fact that many variables are being brought into action in the one total experience and there is a great interdependence of these variables evidenced in Outward Bound. That this should mean that many psychological, leadership, sociological or educational aspects have similar base determinants is natural. My attempt has been to look at the way in which these various base determinants give rise to the various major dimensions of Outward Bound.

In this paper the obvious focus is on how the educational dimension of Outward Bound is constructed and experienced.

Cognitive Aspects of Outward Bound.

The basic underlying tenet of Outward Bound is that all forms of growth in the human being, whether they be physical, psychological, social or cognitive can be significantly enhanced by the individual engaging himself in active experience in these various fields. This means that the individual has to encounter problems and find his own solutions.

It is not unnatural then that Outward Bound is so often in accord with views expressed by educators such as John Dewey.

One of the basic underlying assumptions of cognitive development in the Outward Bound setting is described by Dewey in the following words:

> No thought, no idea, can possibly be conveyed as an idea from one person to another. When it is told, it is, to the one to whom it is told, another given fact, not an idea. The communication may stimulate the other person to realise the question for himself and to think out a like idea, or it may smother his intellectual interest and suppress his dawning effort at thought. But what he directly gets cannot be an idea. Only by wrestling with the conditions of the problem at first hand, seeking and finding his own way out, does he think. 1.

At Outward Bound the circumstance in which "wrestling with the problem" is the only way to find a solution, is maximised. As often as possible, assurance is made that the solution is also vital. For example, a group of students on final expedition, having been taught bushcraft and navigation and other elementary skills may find themselves many miles from any familiar place, in rugged terrain. They no longer have an instructor to provide the answer if they can't work it out, they can't stay where they are forever, and making the wrong decision could mean hours or possibly even days of wasted energy. Similarly a group of 12 will have available to them, a menu, a pantry, a kitchen, a basic recipe book and a requirement to provide good meals for the day. With up to 50 hungry and discerning students and twenty staff anxiously looking to the results, the motivation is certainly present, but so are the problems.

A particularly important feature of this approach to cognitive development is that whereas almost all Australians encounter some cognitive stimulation up to about age 15, this diminishes as young people drop out of the education systems, until by the time they are

aged early twenties, only a small percentage are engaged in tertiary training or some other form of education likely to be cognitively demanding or stimulating.

While it was once considered that "mental growth was found to increase rapidly until approximately 16 years of age, then increase at a much slower rate until 21 years of age and then decline gradually" [2.], it is now considered that the peak of mental growth may not be reached until the mid-twenties and remain level into the mid-thirties. [3.]

Thus Outward Bound provides, through its standard and adult courses, an opportunity for many of its students to re-encounter cognitive stimulation which they may not have otherwise. Also, it does so in a form dissimilar to that which may have proven uninteresting and unmotivating to the person when he was a student at school, and who equated intellectual stimulation with "lessons" and "being taught" and "doing homework."

It is unfortunate that the dynamic and adventurous nature of the media used by Outward Bound, i.e. adventure activities, expeditions etc. has misled many people into viewing Outward Bound as a "physical" experience, and not realised its potential in the cognitive domain.

For many years now, researchers such as Bloom, and Hunt, [4.] have been pointing out the increased cognitive development likely from a stimulating and enriched environment. Although most research of this type has centred on early and childhood experiences, the evidence presented, of I.Q. variations of over 20 points being attributable to environmental stimulation and enrichment, when coupled to the new findings quoted above, regarding the upper age of intellectual growth, may be seen to make possible a new significance for the cognitive stimulation available at Outward Bound for various school and other courses for children aged 9-16 and particularly for standard course students aged 17-25.

Once again, the parallel between Outward Bound and the concept of life-long education can be seen in promoting thinking, rather than fact and skills accumulation, in accepting the challenge of the unknown, instead of retreating to a passive acceptance of the advice of "experts."

Cropley's aim in life-long education almost paraphrases Outward Bound objectives in suggesting that:

> the aim will be to develop people who are capable of functioning under minimal supervision, and are willing and able to adapt and adjust to a changing world with positive action and positive motivation. Among the personality traits which look to be needed in adults who will respond in this way are independence, responsibility and flexibility. [5.]

To be effective in these aims, the Outward Bound instructor, although given many circumstances and a philosophic approach that will give him great advantages over the school-room teacher in promoting independent and flexible thinking, must be alert to not falling into some very common traps.

For example, no Outward Bound teacher would under-emphasise the importance of the inductive method in the learning process. However, he must be careful to not simply replace the "laying on of knowledge" method with what Owens describes as the "Guess What's in the Teacher's Mind" game, i.e. "I'm thinking of a fact - here's a question - you guess the fact I'm thinking of." [6.]

In every situation the student encounters, he must make some

interpretation of the vast number of stimuli he receives in order to decide what they mean and whether or not he will act on them, and what might ultimately be his appropriate response. This is the essence of the process of cognition. However, how a person cognises a situation will be at least partly a function of how he has learned to interpret stimuli.

Unfortunately, the administrative and organisational needs of schools and the ease of manipulation for teachers means that especially in secondary schools, a process of compartmentalizing takes place. The student "does" maths, then "does" English, then "does" Science. While the human mind may become bewildered by too many diffuse, uncategorised stimuli if they all come at once, in many ways this division of knowledge into subject areas is unproductive.

Outward Bound approaches attempt to be multidimensional, integrated and comprehensive. However, they are this way, not as a reaction, but in an attempt to achieve two major aims. Firstly to alert people to the wealth of learning experiences available to them if they will only accept the wide ranging stimulation the world presents, in its form - i.e. as it is, not as written up in specialised text books. Secondly to give people confidence in their ability to draw on experience, stimulation and knowledge across subject areas; to re-organise the mass of insights available to them into meaningful combinations for themselves.

This is not as easy a task as it may at first appear. By the time students come to Outward Bound they are generally quite set in both the "prescribed" methods of learning (which often is little better than simply getting the teacher to tell you the answer) and what is learnable. They are taught to "learn" Science and French and the rules of football but not that it is appropriate to spend time and energy on "learning" about human relationships, understanding of self, interpretation of feelings etc., i.e. those very features of life most likely to contribute to the person's happiness, well-being and satisfaction.

It is most unfortunate that these attitudes are developed so strongly by the time students leave school, as the theory of "cognitive dissonance" (developed by Festinger and later, Aronson) essentially contends "that individuals are motivated to seek consonance of their attitudes. Thus, attitude change moves toward such consonance and away from dissonance. When individuals experience dissonance they also actively avoid situations which would increase that dissonance." 7.

Hence these cognitive attitudes have many of the features of a self-fulfilling prophecy. The role of Outward Bound as a "place apart" may give some prospect of breaking through established, unsatisfactory patterns and establishing new and more satisfying attitudes to learning, or it may be sufficiently stimulating in its own right to re-new interest in the satisfaction that can come from tackling something new and possibly difficult, even in the cognitive domain.

In pursuit of its cognitive aims, Outward Bound can choose any of many theorists who outline ideas on how cognitive growth can be stimulated.

The man who most effectively set the stage for this development, however, is probably Jerome Bruner. In his provocative 1959 statement "that any subject can be taught effectively in some intellectually honest form to any child at any stage of development," 8. Bruner threw out a challenge that it is difficult for Outward Bound not to take up. It is just such an hypothesis that has stood behind the general concept of Outward Bound designing specialized courses for specialised needs. Hence no two courses are the same - an 8th grade

state high school student in North Queensland obviously needs a very different programme to a practicing teacher in Tasmania or an apprentice fitter and turner in the A.C.T., or an intellectually handicapped person in N.S.W.

Hence, just as Outward Bound attempts to promote versatility and adaptability in the cognitive area, so it must as an organisation ensure that it is itself versatile and adaptable in its approach.

This requirement must operate at two levels. Firstly at the organisational level in design of programmes, analysis of objectives and interpretations of needs, and also at the personal level, i.e. according to the cognitive development and cognitive style of each individual student.

"For reasons of genetics, constitution, or early learning experiences certain styles may be deeply ingrained in certain children, and it is the educator's task to design his instructional practices in a way that takes advantage of the child's natural propensities."[9]. The instructor must then be ever alert. The small numbers of students to staff at Outward Bound, (about 1:5 on adult courses, 1:12 on standard courses and 1:15 on schools courses) allow for greater individualised attention to cognitive styles.

One of the most important features of an individual's cognitive style, and one which tends to underly all other factors is that individual's cognitive drive.

In aiming at developing stimulating, active, meaningful learning experiences and satisfying elements in its programme, Outward Bound centres much of its energy on the development of cognitive drive.

"Cognitive drive is probably derived, in a very general way, from curiosity tendencies and from related pre-dispositions to explore, manipulate, understand and cope with the environment." 10. It is precisely these dispositions to explore, understand and cope with the total psychological, physical and social environment, that Outward Bound attempts to promote. If it is successful in doing this, then it would seem to have an excellent chance of promoting the development of cognitive drive. This then may become a positive self-fulfilling prophecy, leading the student into further meaningful learning and the achievement and satisfaction which not only follows, but also strengthens cognitive drive itself.

Achievement.

The Outward Bound situation is a totally new learning environment for the student. The staff have not developed prejudices, learning patterns are new, and expectations are not linked to past successes as observed by teachers. This provides a basis from which students can, in this "place apart", re-consider many of their self-attitudes.

A student's self-attitudes can, as we have seen earlier, readily lead to a self-fulfilling prophecy. If achievement is to be attained, the teacher's task is obviously to break the cycle of negative self-fulfilling prophecies and create positive self-fulfilling prophecies. One of the ways in which the negative self-fulfilling prophecy circle can be broken is by abondoning the initial definition of the situation that has set the circle in motion. 11.

"There is strong evidence that self-attitudes concerning achievement are related to academic achievement. There is not, however, evidence that having a positive self-concept 'causes' the student to achieve well. But there is evidence that one may raise academic achievement by changing a student's self attitudes." 12.

It is the aim of Outward Bound to maximise the prospects of positive self-attitudes in all its students and hopefully then stimulate further academic achievement. There is increasing evidence however, that Outward Bound may also be effective in specialised programmes in this area.

A study in 1967 with forty non-achieving high school students showed that after participating in an Outward Bound programme, the students involved were more mature in their goal-orientations and showed greater flexibility of means for goal-achievement as well as being less alienated from, and more positive towards their teachers and peers. 13. A smaller study in 1970, of eight under-achieving male high school students on an Outward Bound type three week survival training experience indicated a significant increase in self-esteem. 14.

A longer range programme, titled "Dare to Care" was devised jointly by Outward Bound and Adams City High School in Colorado. The 3 year programme was designed in the hope of decreasing drop outs and increasing the low academic motivation in this industrial suburb school.

> The Adams City School District found that the implications of the "Dare to Care" program were much greater than they originally thought, that the challenge and adventure activities were effective not only in changing the attitudes and behaviour of unmotivated youth, but the activities were productive in bringing about positive interaction between students and teachers. The program also had much to offer the earnest, hardworking, motivated and competent students. 15.

Under normal circumstances the fact that the student doesn't seem to be prepared to do anything about his low-achievement isn't related to his not having a desire to achieve, it is more related to having accepted a low achievement image of himself and not knowing how, under these normal circumstances (at school and home and later at work), to break through and do anything different.

The level of concern held by young people about their levels of achievement and their aspirations for achievement was well evidenced in a recent study of young people in Australia.

Connell et al (1975) found that when young people were asked to comment on items of concern to them, ranging over appearance, personality, sex, personal achievement and other factors, the following results were produced.

Of those students in High School, 50% indicated they were concerned with "How well I do at school." This was the second highest concern, coming, not unnaturally, just behind "Choosing a future job" with 56%. (The next closest concern was "getting on with the opposite sex" with 38%.)

For young people who had left school, "How well I do at work," was the greatest concern (40%), followed closely by "Working out what is right and wrong for me to do" (39%) with the third greatest concern being "expressing myself well" (35%). 16.

It seems such a pity that this seemingly genuine concern to achieve, to do well, somehow converts into the simple action of many students "doing time" in the system, unmotivated and uninspired to act on their concerns and to bring their aspirations closer to reality. While much of the prospect of making this conversion lies in the need for higher motivation (to be discussed in more detail a little later) there are also other personality factors involved which may be significantly influenced by Outward Bound.

> There is evidence to suggest that poor personality adjustment is associated with inferior academic achievement while high achievers at school are characterised by such traits as high ego integration, maturity and independence. However, it is suggested that a cause-and-effect relationship functions in both directions, that is school achievement is a determinant as well as a consequent of personality adjustment. Furthermore, the halo effect of each variable on the other must be recognised. Teachers tend to downgrade achievement of poorly adjusted children and to give poor adjustment ratings to non-achieving pupils. 17.

Other factors found to be significant in achievement have included self-concept, realistic goal-setting and self confidence.18. Popularity has also been found to correlate positively with emotional adjustment and school achievement, and popularity has, in turn, been found to be positively correlated with good school performance and a wide variety of interests and extra-curricular activities. 19.

Throughout this paper it will be seen that one of the major concerns of Outward Bound is increasing the prospects of personality adjustment. Also, independence of thought and self-reliance in action, development of positive and appropriately assessed self-concept, realistic goal-setting, self-confidence and emotional adjustment are all key objectives. These objectives are sought through programmes which vicariously introduce students to many new, exciting, adventurous (and extra-curricular) activities.

It almost reads as a check list of those variables shown by research to enhance or at least be positively correlated with achievement. It is difficult to suggest that the conclusion can be drawn that Outward Bound develops these personality variables which then have a direct causal effect on achievement, however, where evidence does exist (as quoted previously) it certainly seems to be giving some general indications of success in this area.

There is no doubt that there are also a number of secondary factors which may also be contributors to high achievement. For example, a recent study by Watson of the relationship between liking school and academic success, found that -

> students feelings about liking school were themselves learned and that the learning of liking for school appeared to grow in proportion to the satisfaction students felt in their coping with key areas of the curriculum and in their relationships with teachers and fellow students. 20.

Thus the improved ability in social relationships observed so frequently on all Outward Bound courses and the noticeably good relationships established between teachers and their students on combined Outward Bound/Schools programmes may well form the basis of a secondary factor in the development of achievement behaviours.

All of these factors mentioned so far have been seen to contribute or having the potential to contribute to the achievement of students both during an Outward Bound course and hopefully have transfer potential into other areas.

There are however, also some very specific procedures and techniques designed to give each student opportunities for achievement.

As a guide to looking at some of these techniques, I would like to use John Atkinsons theory of achievement motivation 21. as a guide.

At first glance this theory may be seen as inconsistent with Outward Bound philosophy, as it is suggested that it applies only when an individual knows that his performance will be evaluated in terms of some standard of excellence and Outward Bound expounds the philosophy that each student is only required to perform to his own abilities and no absolute standards are set.

However, as we have already seen and will discuss in even more detail later, much of Outward Bound's impact and effect is in the area of "self." It relies on the idea that there is no more important and evaluative force operating than the self. Once activated the power of self evaluation can be far stronger than any other evaluating force, although obviously, in coming to make its evaluation, the self accepts evaluations and feed-back from external forces.

Hence Atkinson's theory can apply to Outward Bound as the student does in fact know that his performance is being evaluated (by himself) and is indeed being evaluated in terms of some standard of excellence (i.e. a standard of excellence established by his self). This standard is developed in the light of the input and insights into his ability and potential acquired during the Outward Bound course - and therefore of necessity is not static - not a standard - but usually is a progressing, developing, expanding standard - moved outwards and upwards under the influence of a programme whose living motto is "To serve, to strive and not to yield."

Atkinson's theory states that a student's need for achievement depends upon three variables: his motivation to achieve, the expectancy that by acting in certain ways he will achieve, and the incentives available for achievement relative to the incentives for engaging in competing activities. The actual achievement oriented tendency of an individual is conceived by Atkinson as being the result of two opposed tendencies: the tendency to achieve success and the tendency to avoid failure. [22].

While the first variable, motivation, will be discussed in more detail later, the other two bear some analysis. The whole structure of an Outward Bound course is aimed at providing a build up of skills so that the student can achieve something for himself. Early in the course, map reading, expedition planning, menu design, safety procedures, fitness programmes, social interactions, group initiative tasks and other training activities all lead to students planning and then carrying out their own final expedition. Within broad guidelines, and without any staff supervision, the students take responsibility entirely for setting their own goals and are fit, prepared and able to carry out an expedition for 4-5 days that would have been seen as highly unlikely just 20 days earlier. Consequently the opportunity for each student to develop expectancies of success and achievement if he follows certain behaviours, is a very real experience.

The third dependent variable of Atkinson's achievement theory is also well fulfilled. The incentives available for achievement are certainly much stronger than incentives to engage in competing activities. Three features contribute to this. Firstly, once the student has arrived at the course he has committed himself to this activity for 26 days. Interaction with the outside world is minimised. Secondly, the overwhelming involvement and speed of the programme ensures little time for energy to be used in even thinking about competing activities. Thirdly, within the structure of the activities of the programme itself, there is strong incentive to achieve. The nurturant, team spirit giving rise to social and peer expectations that each person does his best, combines with simple demands to be successful in map reading or the group stays lost; to learn to canoe properly or lose all one's gear in the river; or

to succeed on a ropes course, or cross country because of the simple rewarding feelings of satisfaction and achievement in doing so.

Atkinson's view that the tendency to achieve is influenced by the incentive to achieve gives rise to two suggested ways in which to increase achievement. "One is to increase the need for achievement (or conversely, lower the fear of failure) and the second is to increase the expected probability of success." 23.

Outward Bound programmes in large part utilize these methods. There is no doubt that in many circumstances the need to achieve is almost vital in a survival sense(such as in the bush navigation example or in say, climbing an 80 foot, narrow mine ladder out of a cave - no matter how difficult it seems, the student needs to achieve this aim - he can't stay in the cave forever). However, because of the minimising of inflicted standards and expectations and the maximising of supportive and socially sensitive attitudes, the fear of failure, (at least in a social and personal sense) is significantly lowered. At the same time, because the programme is designed so that all aspects of it are possible (even to the overweight, the weak, the partially blind and to people with some other forms of handicap), the student can have confidence in the fact that ultimately the probability of success is high.

Atkinson's theory can be seen to have some worth in the Outward Bound context for explaining the achievement orientations so commonly observed on Outward Bound courses. However, one of the major influences creating an achievement stimulating climate is still the social environment.

As Johnson points out:

> There are a wide variety of research studies that demonstrate that one's peers have a great deal of influence upon one's attitudes and behaviours. It is safe to state that if the student's peers began to bolster his self-attitudes and support academic achievement it would have a great deal of effect on the student. 24. Some research has also found that by providing successful models for children their performance and attitude to school would become more positive. 25.

Consequently it would seem that the social environment of Outward Bound, with its generally supportive, achievement oriented texture, its wide range of models in the staff and within the peer group itself and the success oriented and satisfying team achievement tasks, is likely to provide a particularly good achievement-goal directed climate.

The Learning Process.

In a recent paper, Tom Price, a past director of the Eskdale Outward Bound School wrote:

> From an acceptance that adventure, however physical, is fundamentally of the mind and spirit, it is not far to the proposition that learning is itself an adventure. The common elements are venturing, into the unknown and the sense of wonder as understanding dawns. It is well for the teacher to bear this in mind, for it is all too easy to produce the impression that there is nothing left to discover. The more we can let people do it themselves, the more valuable the experience will be. 26.

Inherent in this statement are most of the bases of the learning processes of Outward Bound: adventure, wonder stimulating a quest for understanding, a sense of discovery and realization,

and above all else the impact of personal experience.

Throughout Outward Bound programmes the motivation to learn skills and techniques which are going to make future parts of the programme possible is very strong. Although Outward Bound is often labelled as throwing students into the deep end, in fact its methods of instruction are incremental rather than abrupt. There is no doubt that this is carried out in circumstances often unusual to the student and at a speed and with a depth of self responsibility that is not commonly found in any other environment. However, the skills are nevertheless developed carefully and sequentially, if this was not so the programme would collapse. You simply can't expect a person to navigate in rugged country until he has mastered map and compass work and he can't do that if he doesn't know what magnetic north or grid lines are.

These learning circumstances are dominated than by both a high level of arousal and a sense of immediate relevancy. It is not unusual to see students at Outward Bound who have long been removed from usual learning environments or who disparaged learning at school, intent on mastering the intricacies of a particular knot or the organisation of expedition foods, but then they probably hope to have their shelter stay up that night and their food for the next few days delivered to the correct place.

An interesting feature of the learning that takes place is how well what is learnt is recalled at a later time. There is no question that the details of navigation or caving or rock-climbing are soon blurred in the memory if not practiced on leaving Outward Bound, however the real learning experiences about people, self, situations, philosophies and relationships are not soon forgotten.

A series of interesting studies [27.] have recently demonstrated a possible relationship between arousal, performance and learning which may well help to explain this phenomenon. These studies showed that material learned under a condition of heightened arousal may not be recalled well immediately, but the learner may reminisce about the material and can recall it better at some later time.

In a paper by Dr. John Kirk on the potential of Outdoor Education generally, he pointed out that the 1950's saw the genesis of attempts to bring the teaching of school subjects into the out-of-doors. He supports the view expressed about of the potential impact of this learning in the following words:

> Research conducted in the 1950's seemed to indicate that since programmes in the outdoors consisted primarily of direct learning experiences, the children were able to assimilate more material at a much faster rate than they were able to back in the classroom. This is not difficult to understand when we realise that in an outdoor setting a child utilizes more of his senses in the learning process; and, as we know from our laws of learning, this would tend to accelerate the rate of learning and extend the retention factor. 28.

There are, of course, other ways of explaining the extraordinary retention that students often have, of significant learning experiences at Outward Bound. O.H. Mowrers theory of the conditioning of emotional responses [29.] also may well contribute something to understanding this phenomenon. In essence he suggests that emotional responses (feeling good or feeling bad) become attached to the subject matter or tasks of the school (conditioned stimuli) as a result of being paired with a liked or disliked instructional styles or instructors (unconditioned stimuli). He suggests that later, the student will repeat and seek out subject matter or tasks that make him feel good, and forget and avoid those that make him feel bad or fearful.

This attachment of "good feelings" which occurs in the nurturant and satisfying learning environment at Outward Bound may well be as significant as cognitive aspects of the retention of learning. Certainly the very strong emotional link established between the Outward Bound experience and some ex-students is very strong and some even band together for some years later to re-experience those activities which made them feel good, or feel satisfied at Outward Bound.

Although this syndrome may well apply to all aspects of learning at Outward Bound, it may be particularly relevant in the social learning field. As has been mentioned before, the social climate during a course in many ways parallels that of a T-Group.

A particularly relevant notion from learning theory is the powerful effect of instantaneous feedback concerning the effects of the learners exploratory responses to stimuli in the environment. In learning about the effect of his behaviour on other people, the learner needs to have some more or less immediate report of the effects of his response on the others.

Throughout an Outward Bound programme, the close social conditions, need to co-operate to achieve joint goals, supportive atmosphere, and careful guidance of instructors at debriefings, group sessions and interviews all combine to ensure that withholding feedback and distortion are reduced, and feedback becomes more instantaneous and authentic. Thus a student comes to learn much more about himself, in a much more real way, in an environment and through feedback which is not perceived as threatening.

Hence the student often feels good about this experience (this may further support the Mowrer theory) as well as providing one of the fundamentals of learning theory, i.e. effective, positive and productive feedback.

Outward Bound is concerned, however, with maximising learning, not only in affective areas but also in cognitive areas.

It has been pointed out that often learning is encouraged through a problem solving approach but that students "are not able to solve problems they do not have - that is, questions or assignments that they do not perceive or experience as problems - because such problems have no relation to their everyday life or experience."[30].

Walsh and Golins in their 1976 paper, The Exploration of the Outward Bound Process, [31]. are not only organised, incremental and manageable, (as are most learning tasks in other forms of education) but also have three important qualities which give Outward Bound its unique learning potential, i.e. they are also concrete, consequential and holistic.

They explain that tasks are concrete and recognisable (for example, if in a forest at twilight with storm clouds brewing, the problem of shelter for the night is unmistakable) and they are also consequential. That is "not only will the learner recognise the problem and arrive at a solution, but he will experience mentally, emotionally and physically how well he has solved it." [32].

They also give some explanation for the success of learning in this environment in suggesting that "Outward Bound tasks have real consequences, not vicarious ramifications. In this sense they are worthwhile and tend to increase powers of concentration and selection in absorbing pertinent information and demonstrating the mastery of it."[33].

It has already been indicated that one of the most powerful

underlying factors in the educational contribution of Outward Bound is the way in which the educational variables operate interdependently. Similarly in the more specific learning context, Walsh and Golins describe Outward Bound tasks as "holistic." "That is, their solution requires the fullest of the individual's mental, emotional, and physical resources. For instance, to climb a mountain, one must figure out a route, want to climb the route, and actually climb it. One without the others is insufficient to complete the task." 34.

This "wholeness of the experience" which draws much from the contributions of Gestalt Psychology is one of the reasons why Outward Bound is able to be so effective in just 26 days. It is a dynamic total experience in which the sum of the parts is vastly less significant than the whole. Hence the setting would seem ideal for purposeful cognitive learning to take place.

There is a tendency on the part of some people to re-act in trying to attain educational ideals rather than act. They identify many unsatisfactory or undesirable aspects of normal schooling and design learning experiences that are in re-action, or contrary to these. This is not the Outward Bound approach. Outward Bound in Australia has proceeded along the lines of attempting to identify the particular needs of learners and design the best possible programmes for them. It does this of course within its own unique framework, but this does not suggest that this framework is static. It is constantly being tuned to particular requirements.

Outward Bound has sometimes suffered by being identified as being a "progressive" or "alternative" school because many people do not understand that programmes can be simultaneously both experientially vigorous and academically rigorous.

Jerome Bruner points out that "it is the consensus of virtually all the men and women who have been working on curriculum projects that making material interesting is in no way incompatible with presenting it soundly." 35.

Although Outward Bound would claim that in any given amount of time, (say on its schools courses) the same amount of material is learnt, at least as effectively if not more so, as in a school classroom there is no doubt that the major thrust throughout all Outward Bound programmes is the learning of relationships and fundamental concepts rather than individual facts.

Again Outward Bound finds itself in accord with some of Bruner's concepts. He too, emphasises a number of general claims for teaching the fundamental structures of subjects. Probably the two most important are that "understanding fundamentals makes a subject more comprehensible" 36. and that "an understanding of fundamental principles and ideas appears to be the main road to adequate 'transfer of training.'" 37.

No matter what the subject area is these two fundamentals of comprehension and transferability must be the cornerstones of any learning that is to be significant.

It almost goes without saying, that it is often necessary to have some prior knowledge or group of basic facts before one can proceed to further learning and Outward Bound recognises and utilizes this need. Consequently in schools courses students are issued with "workbooks" containing amongst other things, carefully selected resource information.

The key to the learning process, still remains, however, the individual, personal experience of the individual. The situations, problems, feedback and social and emotional climate encountered are very real, being both authentic and relevant. As a consequence,

there would appear to be great potential in the learning environment at Outward Bound.

Discovery Learning and Problem Solving.

It will have become apparent that by throwing responsibility back on the student to solve problems and find answers to the questions surrounding him in the Outward Bound context, that the learning approaches used are akin to many discovery techniques.

In certain situations at Outward Bound, especially in some of the smaller details of bushcraft or expedition organisation or cooking, discovery learning is very apparent and given full opportunity to proceed. In other situations it is very clearly, actively promoted. For example, group initiative tasks are a traditional feature of Outward Bound courses throughout the world. In Australia, "the beam," a log suspended horizontally about 8-9 feet above the ground provides a group problem solving challenge in which the instructor outlines only the basic rules; all the group to go over, once over you can't assist; and certain safety procedures. The "electric fence" provides a similar problem except it is sometimes carried out in shin deep water, and touching the "electric fence" (a wire or string horizontal at about shoulder height) means the whole team starts again. The "wall" is similar to the beam but involves scaling a 12-13 foot wall; "the flood" requires students to get all of their group onto the top of a 44 gallon drum for a set time period, and keep them there for 1 minute and so escape the flood.

These are only some of the very many initiative tasks used by Outward Bound. These tasks in themselves are not as important as the way they are used, when they are used and most importantly, why they are used.

Although these tasks are fun to engage in, physically active and satisfying and teamwork building, and so have an important role to play in the early stages of an Outward Bound course, they also have other values. Following the exercise, great advantage is added by the group instructor's de-briefing in which some analysis of personal contribution styles, productive and unproductive thinking, techniques of organisation and initiative inducive climate construction are all discussed. At these times it is most important that the ideas and evaluations are drawn from the students and that the instructor does not lapse into lecturing on methods.

Certain discovery learning and problem solving experiences come out of these group initiative tasks at the individual level, however, there are many other additional opportunities throughout the programme for the individual to be involved in personal discovery learning activities and problem solving processes.

Before looking further into this feature of Outward Bound it may be worthwhile to evaluate what form discovery learning takes in the Outward Bound context.

The question of the value of learning by discovery is one that is much discussed in educational psychology. Some educators such as David Ausubel are very critical of the approach. In 1968 Ausubel wrote, "there is no existing or necessary association between a discovery approach to learning and intrinsic motivation on the one hand, and a reception approach to learning and extrinsic motivation on the other." [38]. He also has attacked the stated value of discovery learning in other areas such as effective learning and efficient problem solving.

While it would be easy to quote people like Bruner [39]. and Suchman [40]. who strongly support discovery learning, in order to see the real potential value of the technique, it may be more worthwhile to give closer examination to what the more sceptical Ausubel has to say.

He reports for example that

> discovery techniques are valuable for acquiring desirable attitudes toward inquiry and that it is reasonable to suppose that successful discovery experience also enhances the individual's feeling of confidence in his own abilities. However, as every student who has been exposed to competent teaching knows, the skillful exposition of ideas can also generate considerable intellectual excitement and motivation for genuine inquiry, although admittedly not quite as much perhaps as does discovery. 41.

Inherent in this statement are three of the attitudes most fundamental to Outward Bound teaching and learning; firstly that discovery techniques have value in certain areas; secondly that discovery does not however have all the answers and that expository learning is at least an important adjunct; and thirdly that no matter what general techniques are used (and they vary according to different Outward Bound courses - there are few discovery techniques used for example on courses for the mentally handicapped), there is no substitute for talented and skillful teachers in the learning process.

The Outward Bound instructor needs to be very alert to the need for varying techniques in varying situations and according to individual students.

E.L. Thorndike's warning that "refusal to supply information on the ground that the learner will be more profited by discovering the facts himself, runs the risk not only of excessive time-cost, but also the strengthening of wrong habits," 42. needs careful and considered interpretation within the Outward Bound ethos of learning through experience. A balance, albeit a precarious balance, must be ensured in every situation.

The instructor needs to evaluate the aims of the programme against the needs of the individual. Hence although working generally in a discovery framework, the instructor needs to be aware for example, that discovery techniques may be wasted or counterproductive for anxious people, who are likely to re-act adversely if suddenly plunged into unstructured situations where they must rely entirely on their own resources. Hence the exact same situation that may inspire excitement and motivation in one person may be perceived as threatening and lead to intellectual and even physical inertia in another person.

However, with skillful guidance,even the anxious person, if given more gradual transitions involving frequent experiences of success, may overcome his dependence on safe, well-structured situations, and develop a greater ability to cope with more complex and more stressful learning environments requiring initiative and self-stimulated learning. An indicator of the potential of problem solving and self-stimulated learning experiences even for the mentally disturbed may be found in a 1973 report on "Adventure Experiences as Treatment for Residential Mental Patients" In their report Jerstad and Stelzer suggest that

> Problem solving in a neutral outdoor environment is the basis of the adventure experience as a treatment model for the mentally ill. Because human control of nature is limited and reactions for coping with outdoor stimuli are unreliable, the patient is forced to solve new problems in new ways.
>
> Aided by tolerant, professional guides and staff who create a non-threatening environment by removing risk of failure, the patient must develop unique and imaginative responses to a set of problems that are neither contrived nor trivial. 43.

..50

There are then, certain warnings to be heeded in following any discovery or problem-solving approach. However, if handled appropriately then there may indeed be effective gains in precisely those areas in which, if inappropriately handled, are the greatest dangers.

In the cognitive area a similar dichotomy of views also prevails. Even in the analysis of how discovery and problem solving works there are opposing views. These differences reflect themselves in different attitudes to the way in which appropriate experiences to achieve these aims, should be constructed.

If we were to follow the ideas of Emilé Gagne, we would see problem solving as the highest level of learning, with the lower levels involving facts, concepts, principles, etc.

> Clearly for Gagne, the appropriate sequence in learning is from simple pre-requisites, working up pyramid fashion to the complex capability sought.
> For Bruner, problem solving is the beginning. This process is analagous to teaching someone to swim by throwing him into deep water. The theory is that he will learn the fundamentals because he needs them. The analogy is not totally misbegotten. In some of the extreme discovery approaches we lose a lot of pupils by drowning. 44.

The Outward Bound position falls curiously between these two approaches. There is no doubt that Outward Bound poses problems which need to be solved by accumulating the facts, methods and concepts, but at the same time, there is no doubt that Outward Bound also leads students through certain processes, skills and information acquisition in preparation for solving later anticipated and unanticipated problems.

Once again, Outward Bound seems to find itself in a position closely aligned to the basic ideas of John Dewey who has suggested that

> To "learn from experience" is to make a backward and forward connection between what we do to things and what we enjoy or suffer from things in consequence. Under such conditions, doing becomes trying; an experiment with the world to find out what it is like; the undergoing becomes instruction - discovery of the connection of things. 45.

It is this doing which becomes instruction, which allows doing, which allows problem solving, which involves discovery, that is the conceptual housing of the Outward Bound "learning through experience" approach.

In instructional detail the method resolves itself somewhere in the area of "guided discovery." Especially in schools courses, this method is in Ausubel's view,

> actually a variant of expository teaching that is very similar to Socratic questioning. It demands the learner's active participation and requires him to formulate his own generalizations and integrate his knowledge in response to carefully programmed leading questions. 46.

This guided discovery approach is based on the general assumption in Outward Bound that to explore, to experience and to be stimulated does not in and of itself, lead to learning effort. Instead, without competent guidance, these conditions may only lead more toward immediate gratification.

These comments should be seen in the context of Outward Bound's main interest being in the area of affective learning, or learning how to learn. Hence Outward Bound is largely freed from the nece.sity of teaching set facts for examination purposes.

The fact that in many school and other courses conducted by Outward Bound there is a large and significant academic-subject matter component is notwconsistent with this statement, for here too the primary aim is to heighten opportunities for students to encounter meaningful learning techniques, develop approaches, understand principles and discover relationships, rather than "learn a body of facts."

In this sense it would appear that the guided discovery approach is well attuned to Outward Bound's objectives.

In a recent paper entitled "Learning by Discovery: an Interpretation of Recent Research," the authors well described the Outward Bound position in the following words:

> Very often the teacher has as his objective, techniques of discovery, per se. The actual subject-matter involved may be of secondary importance. The purpose of the learning experience is to exercise and to reinforce the learner in what may be called "searching behaviour" - strategies of problem solving, divergent as opposed to convergent thinking, and flexibility in thinking. With such objectives, discovery or guided discovery techniques are most appropriate. 47.

The satisfaction, sense of enlightenment and understanding that accompanies discovery and guided discovery techniques and the solving of problems may well account for many of the euphoric feelings and expressions evidenced at the end of a course and later on reminiscing about the course. It is observations such as these that people often call the "results" of Outward Bound. This is a very limiting interpretation of the effects of Outward Bound, but is one of the results most readily seen.

Many attempts to describe the Outward Bound process and to explain the place such feelings play in the process itself have correctly emphasised the role of the "self" in the experience. It is important that the student be able to genuinely say "I understand - I did it - I found out - I solved it."

This concept is paralleled by the theme Walsh and Golins have called "Outward Bound Mastery." They ask the question "What does mastery in Outward Bound do for a participant?" and in reply to their question suggest that

> It re-organises the meaning and direction of a person's experience - How does Outward Bound Mastery do this?
>
> The answer is deceivingly simple: the learner finds it rewarding to solve reasonable, and consequential problems holistically within a supportive peer group and in a stimulating environment. It makes one feel good about oneself and those who have assisted. Since the learner does not have the opportunity to master such problems ordinarily, he enlarges and has a more congruent perception of himself (re-organisation of the meaning of experience.) These new attitudes, values, and affective skills make us more likely equipped and ready to tackle subsequent problems (re-organisation of the direction of experience.).
>
> If one looks at our cognitive, affective and psychomotor taxonomies it can be seen why it is rewarding to master Outward Bound: because it presents the kind of problems the human being is designed to solve. 48.

Motivation.

The wide recognition given by practicing teachers and education theorists to the importance of motivation in the learning and living processes has sometimes led to concern for motivation without a fundamental knowledge of what is involved in the concept.

Donald Snygg pointed out that "The learner is not the passive victim of his environment." [49]. This point has been highlighted by Charles Lindgren who outlines what is probably the major error in most practicing educators' approaches to motivation. He says:

> In our eagerness to get students to assimilate the prescribed curriculum, we tend to overlook the obvious truth that the motivation to learn springs from the needs of the learner, not from that of the teacher. As a consequence, we are inclined to think of motivation as something the teacher does to the student - a kind of winding him up before pressing the button that starts him off on a learning experience. [50].

Consequently it would seem, if we accept Lindgren's position, that the best analysis of motivation as an educational phenomenon or process is from the direction of the person and not from the direction of "motivation techniques."

As much of the Outward Bound process is aligned naturally with "self-theory" (to be discussed in more detail later), it is not surprising to find that motivation in the Outward Bound context falls most readily into "Force for growth" models espoused by such theorists as Abraham Maslow and Carl Rogers. Before looking at these models in more detail it may prove useful to consider some alternative views.

Probably the most fundamental point of view about man and his motivation comes from the "tension-reduction" and "association learning" theorists such as Freud, and Dollard and Miller. Under these systems, drive tensions are thought to activate behaviours. These adaptive behavioural solutions to the tensions constitute learning.

These theories do not seem to sit easily beside the observations made of behaviours exhibited on Outward Bound courses. Instances of students engaging themselves in stimulation-seeking and tension-increasing behaviours (even involving anguish, discomfort and possibly pain) rather than tension-reduction behaviours abound on an Outward Bound course. For the same reasons, the more primitive concept of "homeostasis" from which the tension-reduction models are derived, may also be seen to be inappropriate.

The "Force for Growth" [51]. models centre on the basic notion that man has within him a fundamental need to grow, and that given opportunities, will do so naturally. Both Rogers and Maslow speak of a need in man to fulfill his potential, a need to "self-actualise."

This concept may well explain many behaviours and responses at Outward Bound. Remembering that the general philosophic tone, centred on the school motto "To serve, to strive and not to yield" and the three training conditions students undertake, which includes "to do everything to the best of his ability" is designed to extend the individual, rather than seek comfortable existence, it is clear that the prospects for self-actualizing to occur are maximised.

These prospects are further enhanced by two features of Outward Bound courses. Firstly, if Maslow's concept of hierarchy of needs is to be accepted then it is understood that higher needs such as self-actualization will not be gratified unless lower needs are satisfied. Hence, Outward Bound's "place apart" quality allows everyday problems of petty domestic conflicts, work or school pressures etc. to be

suspended, and so such lower needs as security and social interaction are gratified by the very structure of the situation, thus allowing progression to the higher order needs such as self-actualization.

The second feature increasing these prospects is to be found in the challenge, adventure and almost exotic nature of the activities in the programme. Reaching the top of a rock-climb, which when at the bottom looked impossible, or "surviving" 200 yards of raging rapids in a canoe are exciting, adrenalin pumping achievements which give direct and positive feedback to the student that he has achieved something exceptional and gone further, and higher and faster than ever before. In other words, direct feedback that a) his potential, at least in that activity, was higher than he had previously known, and b) that he could do that, so this potential may be even higher, before he reaches something he can't do, is clearly provided.

It is very common to Outward Bound courses that students behave, are are motivated to behave, in many various ways, very much differently to their normal behaviour and motivation patterns. Staff often observe this phenomenon and employers and parents and friends who have contact with students after the course often report the same observations well after the student has returned to his everyday environment.

It is interesting to analyse why this happens. The first and most obvious potential reason is the totally different environment at Outward Bound. Right from the moment of getting off the bus students are thrust into a fast moving programme, making demands on social skills, organisational abilities, physical effort and self-responsibility. Within hours of arrival on a standard course, students will have jogged around a cross-country run, met and had to liase with 11 other students, may have organised and cooked dinner for 60-90 other people, assimilated to a totally new, geographic environment (i.e. the outdoors), and had to use his initiative in attending to his own welfare and needs in a situation that is moving fast.

If nothing else, the student is excited, stimulated and aroused.

It is this high state of arousal which gives impetus to many motivational possibilities of Outward Bound. Clearly, specific arousals will lead to specific motivations, for example a group finding itself in a gorge area some miles long with one hours canoeing ahead of them before they can expect a suitable campsite and only a half hour before dark, can reasonably be assumed to be aroused and as a result, motivated to certain behaviours (doubtlessly including that of paddling faster). However, probably the most important feature of arousal is its ability to be generalised.

Hollander, for example, points out that

> Motives are often treated as if they somehow "push" individuals towards goals. However, the idea of motivation as a drive state is much too confining. Instead, considerable weight may be placed on "generalised arousal" as a pervasive feature of action. In line with the concept of expectancy, such arousal has a future-oriented quality, which is termed the "anticipation-invigoration mechanism." 52.

Consequently a general, non-specific, increased level of motivation may be promoted by the high generalised arousal experienced at Outward Bound.

A second area of particular importance is the area of motivations arising from needs. However, again the arousal model has much to offer in explaining Outward Bound student behaviours.

Ittleson (et al) press some significant aspects of this view in pointing out that "the initiation of behaviour depends not just on the existence of a need but the extent of the arousal of that need. Such arousal may result from factors within the person or from events and stimuli in the environment." 53.

In the environments from which students come to Outward Bound there are all too seldom, conditions which arouse needs. The world has been made safe, comfortable and controlled, and so few genuine and often basic needs are aroused, because at least at the superficial level, they seem to be fulfilled. Our need for social interaction isn't often aroused, because if we feel lonely we turn on the radio, our need for stimulation and physical action is side-stepped by more comfortable alternatives, such as watching the wrestling on T.V.

Unfortunately these needs are only being superficially placated, not satisfied.

Thus basic needs are often not even aroused, in order to allow satisfaction, instead they are soothed over and do not provide the opportunity for fulfillment.

At Outward Bound there are no radios permitted - gregarious needs must be fulfilled through people; the outdoors are not air-conditioned, so feeling cold may require lighting a fire; discovering location in the bush may require climbing a hill to see, not simply asking someone else. Even the most basic needs for food, safety, shelter and achievement, are aroused and demand satisfaction. No wonder students often find themselves feeling satisfied, feeling good, feeling "self-actualized" at Outward Bound in a way that in their normal, easily satiated, picture-tube comfortable lives they find these feelings impossible.

Much of the underlying frustration and dissatisfaction in our modern society may well stem from this reduction in need-arousal. If this is more apparent in younger adults and adolescents than older people, it would seem likely that these younger people have reached an age where their basic needs have pressed themselves into their lives, but they have not yet learnt to suppress them, placate them and even reject them as older (and more understanding?) adults have been able to do.

This may also explain why the adult courses, introduced by Outward Bound have proven such a success since their inception. They provide adults with simple opportunities to be cold, to be hot, to be tired, to be afraid, to be thrilled and to be satisfied. Evoking and satisfying needs, basic to man and his sense of fulfillment but so often pushed deep, out of sight so that sophisticated life may not be embarrassed by them.

However, as much as this need arousal may be fundamental to motivation in the Outward Bound context, the occurrence of actual behaviour depends also on the availability of appropriate goals. No matter how motivated a student is to do something, he simply can't act until there is something to do. Also he won't act unless there is value in the goal object and there is a perceived probability of success in achieving the goal.

It is often these other conditions which underly the stimulation of motivated behaviour that thwart people in everyday environments. He may want to act, but can't identify goals; he may want to do something, but can't see any of the alternatives as "worth" doing; he may see something worth doing, but fails to act because he doesn't think he'll succeed so why waste the effort. (Conclusion: why not turn on the television, or go to the pictures, that solved his restlessness last time).

At Outward Bound, in addition to stimulating generalised arousal,

and in addition to stimulating need arousal, the programme also provides situations in which actions are necessary, they have clear value as they make future behaviours possible, bring immediate feedback or gratification, and they are designed carefully to ensure that the probability of success is high even though the effort required to succeed may be great.

Consequently the student at Outward Bound is stimulated and activated at the same time as being provided with a programme designed to reinforce motivated behaviours. Thus they have increased prospects of breaking away (at least for 26 days) from the world which Carkhuff described as being populated with people who "are functioning yet not fulfilling, living yet not alive, dying yet not dead." 54.

Although few educators would argue that generally, intrinsic motivation is better than extrinsic motivation in terms of such aspects as personal development, and meaningful learning stimulation, nevertheless many of the motivation techniques employed in our education systems are extrinsic in nature.

Ausubel expresses concern on this point and suggests that "If the desire to learn and understand is almost invariably exercised in the context of competing for grades, obtaining degrees, preparing for a vocation, striving for advancement, and reducing the fear of academic and occupational failure, there is little warrant for believing that much of it survives as a goal in its own right. " 55.

It is important to note that at Outward Bound, even on schools courses, grades, passes and failures and other ego-enhancement or threat of failure situations are unavailable and so more attention must, of necessity, be paid to developing intrinsically motivating situations and experiences for students.

One of the key approaches in trying to achieve this aim is the use of success experiences. The "law of effect" postulated by learning theorists suggests that if a student succeeds at a task and is rewarded (even by self-rewards) then he will repeat the task.

This concept holds hope for reinforcing motivations to achieve certain tasks but does not move the stimulating force behind the motivation to the learner. As mentioned earlier, Outward Bound seems to be successful in doing just that, i.e. developing self-motivating forces within the student.

The answer to how Outward Bound does this, may well come through some aspects of John Atkinson's theory of achievement motivation.

Atkinson contends that:

> Success does not invariably strengthen the tendency to undertake the same activity on another occasion; it sometimes weakens the subsequent tendency to engage in the same activity.
>
> When an individual undertakes an activity and succeeds, his expectancy of success at that task and similar tasks is increased; when he fails, his expectancy of success at that and similar tasks is decreased. Hence the incentive to engage in a task is directly related to the expectancy of success and, therefore, a change in expectancy results in a change in incentive. Thus when a student whose motive to succeed is greater than his motive to avoid failure has a success experience, instead of seeking to repeat his success on a similar task in the future, he will raise his aspiration level and look for a harder, more challenging task. 56.

A significant feature of the development of the programme of an Outward Bound course is the way in which incremental difficulty and incremental self-responsibility are built into it. In the early stages a two day expedition, accompanied by an instructor is successfully completed before the whole course carries through to the point where students plan their own final expedition in very demanding country over a period of 4-5 days.

In this way the chances are maximised of students finding themselves building up successful experiences which become the basis for raised expectations of success, greater incentives to action and achievement and the search for satisfying challenges.

A further important feature to this situation is added by the theory of "locus of control" which claims that an important underlying determinant of an individual's action is the degree to which he perceives that a reward follows from his own behaviour or is controlled by forces outside of himself. It would seem from the research evidence that internal control of rewards are more closely related and positively related to such factors as achievement motivation and independence. 57.

As Outward Bound programmes attempt to place as much responsibility on the student as possible and as there aren't any competitive point scores or achievement awards related to activities, the rewards for successful accomplishment come largely from within the student himself - he feels satisfied with himself and feels good about the prospects of similar achievements in the future. The incremental nature of the programme and the supportive framework of peers and staff also act as reinforcement.

These conditions have interesting parallel in O.H. Mowre 's view that "reinforcement can be conceived as a positive feeling - of anticipation or hope - experienced internally by the individual." 58.

Another interesting view in this area is that of Stotland who treats "hope as a function of the perceived probability and importance of attaining a goal. He suggests that when both are high, the person will experience a greater positive affect, which can be described as joy, euphoria, pleasure or satisfaction." 59.

Cronbach gives considerable emphasis to the importance of successful experiences in areas of motivation and aspiration. He outlines reports from many studies which illustrate:

> that success or hope of success nearly always increases interest and effort. This has importance beyond moment-to-moment motivation. One of the important objectives of education is to develop a liking for learning so that the pupil will eagerly respond to opportunities for intellectual growth throughout his life. This indeed, may be the greatest difference between the excellently educated man and the one who is merely trained. 60.

It is for these reasons that Outward Bound is careful in all its courses, to ensure that "failure experiences" are excluded from the programme. At the same time, while many parts of the programme may cause the student to feel he will fail, they are nevertheless designed to ensure that any reasonably normal person can accomplish these tasks. (If there is a need for courses for people who have special needs, for example, for handicapped people, then the activities are changed to ensure that they have also success-experiences.).

A good deal of thought and care must go into ensuring that this policy is maintained. It is easy for example for a fit and healthy male to forget in his enthusiasm for swinging at arms length across ropes on a ropes confidence course, that an unfit female may simply find it impossible. In this case, the girl's unfitness may be less a determinant

of the failure than the fact that in general, women have far less strength in their arms when required to use them in an overhead position. Without understanding simple physiological facts such as this, not to mention the more subtle, social, emotional and psychological parameters underpinning effect Outward Bound programming it is possible to construct an "adventure programme" of sorts which will have some successes and not too many failures. However, the increasingly distinguishable feature of Outward Bound programmes is the care and professionalism built into course structures and techniques.

With such approaches maximised,Outward Bound's results in the area of level of aspiration, incentive and motivation are also maximised.

Although at first a student may feel the tasks confronting him are overwhelming and too difficult, they are in fact designed in sequential and incremental difficulty so that sutdents are prepared throughout their success experiences, for further and greater success experiences.

Another feature contributing to this effect is that because even a standard Outward Bound course lasts only 26 days, the problems and tasks faced are finite in time. They have a beginning and an end, within the programme, hence feedback is more immediate and growth through success experiences is intensified and rapid.

Comment was made earlier that subjective reports on students both during and after the course frequently note higher levels of motivation. Through techniques such as success-experience programming, internal control of rewards, need arousal and generalised arousal, higher motivation within the course can be well understood, and some feeling developed about the increased prospect of higher motivation after the course.

On this matter of transfer, much more needs to be discussed. However, one of the main points of Gordon Allport's theory of personality [61.] may well explain why motivations enhanced at Outward Bound so frequently seem to flow on.

He suggests that motives at first involved in the satisfaction of basic needs become functionally autonomous. That is, they lose their original connection with basic needs, and the behaviours become self-motivated.

This is one of the central aims of Outward Bound, that it should provide maximised opportunities for self-motivation.

Of all of the areas in which motivation may be relevant, there are two which deserve at least brief mention here. The first, involved particularly in schools courses, although clearly relevant to all Outward Bound courses, is learning motivation. The second, important in all courses, is achievement motivation.

Most of what has been discussed so far about motivation at Outward Bound applies readily to the more specific area of learning. As a means of gaining some assessment of the particular relationship between Outward Bound and learning motivation, a comparison between what has been said to this point and a substantial educator's view on the conditions conducive to learning motivation may be useful.

The following 8 point outline is from David Ausubel who suggests that:

> First, motivation is as much an effect as a cause of learning. Thus motivation is not a pre-requisite to engaging a student in learning activites. Second, the objective in a given learning situation should be as explicit

as possible. Third, full use should be made of, but not limited by, existing interests and motivations. Fourth, maximised cognitive drive through arousing intellectual curiosity and using attention-attracting materials and arranging instruction to insure ultimate success in learning. Fifth, having tasks set that are appropriate to each learner's ability level in order to avoid failure and frustration. Sixth, help students set realistic goals and to evaluate their progress toward these goals by providing generously informative feedback about degree of goal attainment. Seventh, take account of developmental changes and individual differences in motivational patterns. Lastly, make judicious use of extrinsic and aversive motivation. [62].

It will be seen from this outline that the programmes, practices and processes of Outward Bound fall well within these suggested conditions for increasing learning motivation. The first condition aligns with the Outward Bound philosophy of "impelling people into experience." The second is illustrated by problems and situations that are basic, identifiable in both time and place. Third is the derivation of much action from fulfillment of basic needs and appropriate activities. The fourth condition parallels the guided discovery learning and problem-solving approach in the success-experience oriented programme. The design of special courses for special needs and the careful analysis of methods and aims throughout Outward Bound planning ensures condition five is fulfilled. The real nature of the tasks, the honest and almost immediate feedback and the demanding and challenging nature of the programme parallels condition six. The seventh condition is basic to the very individualised approach to students, low student-teacher ratios and absence of absolute standards. The last condition is less frequently satisfied as there are few extrinsic rewards passed to the student, instead conditions are maximised to produce self-motivation, and aversive motivation comes from the situations in which students must learn to accept responsibility for their own actions.

There can be little doubt that one of the advantages of Outward Bound is that in many respects it has the source of its own self-fulfilling prophecy within its own structure. The name and reputation of Outward Bound in the community often leads students to arrive at Outward Bound with either a generalised notion that they will achieve some form of personal development during the time, or they may have only simple and more specific expectations such as learning canoeing or rock-climbing, or losing weight.

In the motivation field, and particularly in the achievement-motivation area, this may give Outward Bound a good head start. For example, David McClelland points out that "the first step in a motive development programme is to create confidence that it will work." [63].

It is interesting to speculate whether some aspects of the Outward Bound programme may have causal qualities where research has indicated these qualities to be related to achievement motivation. For exmple, it has been found that achievement motivation is not highly correlated with risk-taking, i.e. that the high achiever takes moderate risks but avoids excessive risks. [64].

Outward Bound's safety procedures and stress on responsibility ensure that wild risks are not taken at the same time as the social, physical and programme demands of the course ensure that the student is thrust into risks which he accepts and adopts. There is obviously no reason in the research to say that putting students into these situations will cause achievement-motivation, but it is an interesting speculation.

A similar situation arises from the research of Potter and of

Feather who have contended "that individuals with high achievement motivation are more likely to take responsibility for outcomes, while those with low achievement motivation regard outcomes as relatively independent of their own ability and effort." 65.

Again it is interesting to reflect on whether this relationship can be inverted and made causal. Does Outward Bound's process in which students take responsibility for their own actions and encouragement towards independence have some influence on achievement-motivation?

In discussing achievement earlier, it could be seen that engaging in Outward Bound programmes had a generally stimulating effect on the students desire and ability to achieve. From observations of students during and after Outward Bound courses, there is an awareness that achievement-motivation is positively influenced by such an experience.

It is not as easy to explain this result as it is to observe it, however, some of the answers may be found in McClelland's work.

David McClelland, (along with John Atkinson - quoted earlier), would probably be the leading researcher and theorist in this area. In constructing his theory of motive acquisition he puts forward a number of propositions which he feels underlies the development of achievement motivation. In looking at some of these propositions, it may be possible, in the light of what has already been said about Outward Bound programmes to see why Outward Bound courses may result in increased achievement-motivation.

Probably the most obviously fundamental proposition in the Outward Bound context is that "changes in motives are more likely to occur the more the setting dramatizes the importance of self-study and lifts it out of the routine of everyday life." 66.

The very real circumstances of a course, coupled to the necessity to work through reason at the problem solving functions underpin another of McClelland's propositions, i.e. that "the more an individual perceives that developing a motive is consistent with the demands of reality (and reason) the more educational attempts designed to develop that motive are likely to succeed." 67.

Possibly of most interest is the prospect of any achievement motivation which may be developed at and through Outward Bound being transferred into other spheres, and everyday life once the student has returned from the course.

Four of McClelland's propositions may have bearing on these prospects.

> The more an individual keeps a record of his progress toward achieving goals to which he is committed, the more the newly formed motive is likely to influence his future thoughts and actions. (Outward Bound students are required to keep daily diaries).
>
> The more an individual can link the newly conceptualized association-action complex (or motive) to events in his everyday life, the more likely the motive complex is to influence his thoughts and actions in situations outside the training experience.
>
> The more an individual commits himself to achieving concrete goals in life related to the newly formed motive, the more the motive is likely to influence his future thoughts and actions.
>
> The more an individual can perceive and experience the newly conceptualised motive as an improvement in the self-image, the more the motive is likely to influence his future thoughts and actions. 68.

This last proposition has particular power through the Outward Bound

experience.

A great number of students to Outward Bound are sponsored by industry and commerce and so may have a particular interest in this area. For them the evidence would seem to be encouraging, as self-image and achievement-motivation would appear to have good prospects at being positively related through Outward Bound, and research in this area seems to indicate that this may have good industrial implications.

> A.K. Korman, for example, has indicated that individuals are motivated to perform at work in a manner which is consistent with their self-image. His studies suggest that only people with high self-esteem try to achieve ends which they see as desirable. Most satisfaction is derived from attainment in situations which are in balance with a person's self-perceptions. 68A

The implications of increased achievement-motivation in other fields such as education are too obvious to mention. If McClelland's propositions are well aligned and if the relationship between them and the Outward Bound experience is as strong as it seems, then there would appear to be good prospects for considering that enhanced achievement-motivation is a likely outcome of completing an Outward Bound course.

Anxiety, Stress and Crisis.

As has already been discussed previously, the Outward Bound experience is one which involves risks, at the social, psychological and physical levels, and thrusts students into new and demanding experiences. Both William James and Kurt Hahn, while denigrating war in itself, realised how significant a catalyst it often is for development of the human spirit and the human capability to expand to meet a crisis, and recognised the residual strength retained in the character of the person. Hahn often talked about Outward Bound as being an attempt to find the "moral equivalent of war."

Outward Bound has grown out of this educational genre: the recognition of the growth inspired by overcoming the difficult; the awareness of the self that comes of a person "meeting himself" in a crisis; and the compassion and understanding fused into the minds of people who overcome adversity together.

However, the modern Outward Bound approach places little value on hardship for hardship's sake. Contrived difficulty is seen as poor programming and the encounter between students and stressful situations is carefully monitored to ensure that while the educational potentials of the situation are optimised, the real personal and psychological dangers are minimised.

Underlying the Outward Bound approach to education are very many fundamental concepts about the nature of man, the nature of the educative process and individual human differences.

Simple equations and simple statements such as "its good for them" (usually uttered by an older person who feels safely removed from the prospect of actual involvement) are no longer relevant in our complex world - a world in which the complexity of the nature of man is recognised and the professional educator is responsible for seeing that these complexities are well understood before he has either the right, or the duty, to try to influence the education of another human being.

Outward Bound involves people in stressful, anxiety inducing situations which sometimes include an element of crisis. Consequently, more than in any other form of education it is the responsibility of the Outward Bound educator to ensure that his approach and techniques

are thoroughly professional, that he has made the best possible attempt to ensure that he understands the processes involved in what he is doing, and that his entire efforts are directed at ensuring that only appropriately conceived programmes and practices are followed in pursuit of his educational aims.

Some comments on the nature of the anxiety, stress and crisis sometimes encountered at Outward Bound may be in order to help clarify how these dimensions are, or are not, used by Outward Bound.

All of the young people who come to Outward Bound have at some stage had a greater or lesser exposure to the very basic stress situations involved in maturing. Often, especially on schools courses, they are still very much involved in these stress situations. Older students on the courses for people over 17 years of age may have passed through some of the major stresses of adolescence, but may still not have resolved the problems that originated these stresses.

The stresses engendered at Outward Bound are often similar in many ways with these stresses of adolescence.

> An adolescent's self-awareness and body image are based largely on how his parents, peers, and society see him and how he interprets their evaluation of him. Complicated and distorted communications from all about him impinge on the young person so that he has no clear signals to go by.
>
> Seeking a way out, he first turns inward to mobilize his inner resources. But this may be inadequate to allow for personal assessment because abstract thinking has not developed sufficiently or has been distorted because of emotional conflicts. [69].

This last statement is one of the major reasons for standard Outward Bound courses in Australia having a minimum age of 17 years. It increases the prospect that the student will be more stabilised in physical development and have reached an age at which conceptual thinking abilities will have been established.

However, both self-awareness and body images either established, mis-established or confused through earlier years, are often once again confronted in the reality testing environment of Outward Bound. The communications impinging on the Outward Bound student are complicated but rarely distorted. They have instead, a quality of magnified reality.

Similarly the student is turned inwards to mobilise his inner resources during an Outward Bound programme.

All of these experiences have the potential to be emotionally and psychologically stressful.

At the same time, being thrust into a group of 12 from a wide variety of socio-economic, educational and sometimes cultural backgrounds and a mixture of ages from 17 years up to at least 25 years, and the removal from well-established friends, parents and social patterns, all combine to stimulate social situations that are potentially stressful.

The most obvious form of stress to be encountered at Outward Bound is of course, physical stress. Each student, under the general requirement to do his very best and extend the limits of his abilities, will encounter physical stress in situations such as doing the ropes confidence courses, running a fifteen mile marathon, jumping maybe 40 feet out of a tree on a flying fox, stepping backwards over a 120 foot cliff while abseiling, or straining to do the maximum number of exercises in a fitness programme. It should be emphasised that although activities clearly involve stress, they are nevertheless related to each individual's own particular abilities, and hence the prospect of "over-stress" is minimal.

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The question arises then, that if Outward Bound is often stress inducing, how do people behave under this stress, when does stress become crisis, and what is achieved by allowing this stress or crisis to occur?

Gordon Allport speaks of crisis as:

> A situation of emotional and mental stress requiring significant alterations of outlook within a short period of time. These alterations of outlook frequently involve changes in the structure of personality. By definition, a person in crisis cannot stand still; that is to say, he cannot reduce his present traumatic experience into familiar and routine categories or employ simple habitual modes of adjustment. He must either separate himself further from childhood and move toward adulthood, or else move backward to earlier levels of adjustment. 70.

Inherent in this situation is the simple idea that before a person can be interested in learning something (especially about himself) he has to become aware that there is something to learn. In dealing with "self" the opposite can also pose a problem, i.e. that the person can be aware that there is much more needed to be understood and known about himself but is afraid to search for the answers for fear they may cause discomfort to him or re-arrange a life which he has made comfortable, even if not satisfying, by avoiding such knowledge.

Hence we find that often it is only when something goes awry or when the self-image is challenged that a person even becomes conscious of his self-image.

Martin Hendy's 1975 research into Outward Bound and its effects on personality change found that one of the factors significantly different after Outward Bound (measured on Cattell's 16 Personality Factor Inventory) was factor C, i.e. ego strength.

Higher ego strength is characterised in the 16 P.F. framework as "emotionally stable, mature, faces reality, calm." 71. Hendy suggests that the "change in factor C, ego strength, is easy to account for. Since the modus operandi of Outward Bound is to throw a series of challenges at individuals and groups - this is generally known as understandable stress - the large increase in ego strength is not unexpected. " 72.

In the schools course area, an evaluation of the results of a major project conducted jointly by the East High School in Denver, Colorado, indicated that the course was very successful in achieving most of its aims, including increased self-awareness, self-understanding, better self-goals and general sense of responsibility. It is interesting to note in the design of the course that the technique used was one "of providing a real situation of understandable stress contiguous with highly-structured activities demanding co-operation from all members of a group in order to achieve a goal." 73.

In 1970 Joseph Schulze made a summary of the evaluation of the effects of Outward Bound training on students of Dartmouth College (U.S.A.) and New Hampshire secondary school students. His comments on the role of stress in these programmes went as follows:

> In all four courses, the participants found that, while there was a considerable amount of physical stress, the real stress was caused by the problems 10 people have in living and working together in a harsh environment. This mental and emotional stress was extremely valuable in causing the participant to examine his own behaviour and learn about himself. This self-examination was one of the most important aspects of the course.

> A college student stated,"The philosophy of Outward Bound isn't really survival, its learning more about yourself, working with other people in a small group under hostile conditions, under pressure." 74.

It has been mentioned a number of times that in many respects a standard Outward Bound group takes on some of the characteristics of a T-Group.

The identity stress and the group survival stress which grows out of the unstructured nature of the T-Group is not dissimilar to that which arises out of the totally new and generally demanding and unusual environment at Outward Bound. These situations in T-Groups and in Outward Bound, result in "ambiguities which motivate considerable emotional involvement (not necessarily immediately satisfying) and the release of considerable emotional energy" 75. which in the T-Group is often necessary for the defense of the individual, but in the Outward Bound setting where the general reasons for existing as a social group are more clearly understood, are available as an energy source for change. If this is to happen, the student must not feel threatened by this stress rising out of his own and his group's identity stress. This prospect of threat is minimised by the generally nurturant atmosphere at Outward Bound which is largely created by instructors who are free to be alert to students' affective needs instead of pushing for grade results in subjects; and a philosophy that emphasises consideration for and understanding of one's fellow man.

Again the parallel with T-groups becomes evident as just in a T-Group so it is at Outward Bound that

> As members gradually identify their common problems, learn to express and utilise observational and feeling data, and build a group organisation, individual anxieties reduce and the individual moves toward less defensive behaviour.
>
> Closely intertwined with identity stress is concern with group survival and organisation. Indeed, the development of some kind of organisation to hold the members together and the emergence of a supportive group climate are seen as means of reducing anxiety.
>
> As defensive motivation is reduced, other driving forces lead toward continued high expenditure of emotion and behaviour. Increasing trust in the group and in other members and the desire to grow as an individual and to help others, serve as driving forces that encourage openness, acceptance of feedback, acceptance of feelings, and readiness to experiment with new ways of behaving. 76.

It can be seen that stress can have motivating powers at Outward Bound as long as the stress is not interpreted as threat and that the anxiety often accompanying stress or crises is not allowed to develop debilitating qualities.

One of the major points made earlier was that stress or crisis can often stimulate awareness that might not have been possible if the person and his self-image had not been challenged. It is in a similar way that anxious people or those whose confidence is retarded by generalised, almost subliminal fears of failure or the unknown, can be brought into confrontation with experiences which may bring anxieties to the surface, induce stress and maybe even crisis, but will result in real personal understanding and growth.

Maslow gives some insight into the way this process may work.

> The human being is very apt to repress his anxieties and fears and even to deny to himself that they exist.
>
> To such a person, the unfamiliar, the vaguely perceived, the mysterious, the hidden, the unexpected, are all apt to be threatening. One way of rendering them

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> familiar, predictable, controllable, i.e. unfrightening and harmless is to know them and to understand them. This knowledge may have not only a growing-forward function, but also an anxiety-reducing function. 77.

The point is of course that if these fears are being hidden out of the way by the person, he can never become aware of them unless some condition arises that will break through the palliative, comfortable cushion of rejection and bring these fears into the real world where they can be seen and understood. This process may be stressful and anxiety provoking, but if carefully monitored by skilled instructors in a properly constructed and managed, nurturant atmosphere, it can also be an educational experience of great personal significance to the individual involved.

This area of stress and anxiety is one which tests the interpretive skills and perspicacity of the instructor and requires a carefully considered approach to each individual and his situation. As we have seen, the same stimulus can evoke entirely opposite reactions, depending on the interpretations of the situation by the individual. For example, knowledge may be sought by one person to reduce anxiety.

Hence the instructor must be alert to the development of coping styles of individuals. It has been pointed out that "once activated, coping styles may affect in important ways, other ongoing cognitive processing and behaviour. The influence of coping styles is highly pervasive in information processing." 78.

This need to interpret which behaviours of the student are coping styles and which are more basic behaviours and motivations is a very demanding task for the instructor who needs to use every ounce of his professional awareness and sensitivity if he is to evaluate the situation correctly.

The Outward Bound environment is loaded with potential for students to behave in sometimes uncharacteristic ways as a result of his response to the form of stress an anxiety provoking stimuli he encounters. It is the instructor's responsibility to act on his careful evaluations of each individual case to ensure that learning and growth oriented responses are elicited rather than defence responses or unproductive coping styles.

It is well established that high levels of anxiety in a person can be crippling.

> Evidence clearly points to the fact that high-anxious persons tend to be self-disparaging, and lacking in self-confidence and they have an unfavourable self-image. They tend to be low in curiosity and adventurousness, and to be characterised by a high incidence of day-dreaming. High anxiety is consistently associated with a lower level of academic achievement at both the school and the university. 79.

Although, as we have seen, Outward Bound has certain anxiety inducing features, it also has careful safeguards about eliciting any unproductive responses and stresses the need for staff to be alert to the ramifications of stress, anxiety and coping styles and for them to carefully evaluate situations and adopt a well considered, professional approach to their own guidance techniques.

Hence, these factors, combined with the generally nurturant and growth oriented philosophy and atmosphere of the course ensure that any anxieties stimulated by the course itself are unlikely to be damaging to the naturally high-anxious student.

The result is that Outward Bound can be a significant remedial experience for the high-anxious student.

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Its potential to increase self confidence, improve self-image, promote discovery, curiosity and adventure and to handle real situations all seem to be cutting away at the basic factors characterising high-anxious people. Hence, in the long view, Outward Bound may be seen, not as an environment creating stress and anxiety, but one in which high-anxiety may be reduced.

Affective Learning.

It will be obvious throughout this paper that Outward Bound's influence in the affective domain is very pervading. Because of this, only brief mention needs to be made here of the ways in which affective education is achieved through Outward Bound and the significance of some of these affective experiences.

The key approach to affective learning at Outward Bound is that of experience. This may best be illustrated by looking at the classical experiment by Judd in transfer of learning and drawing a parallel to affective learning.

> Judd set two groups of students the task to hit a target under water with a dart which necessitated a readjustment of the ordinary way of throwing the dart because of the refraction by the water of the light from the target. One group tried repeatedly to hit the target without any instructions whatever. Before the second group began its practice, however, the experimenter gave the boys an explanation of refraction and the relation of the phenomenon to the task at hand. Both groups required the same length of time to learn to hit the underwater target. Then the conditions were modified by changing the depth of the water, which would make further re-adjustment necessary in throwing the dart. The change in the apparent displacement of the target confused the boys who had had no explanation of refraction, but the boys who understood the theory of refraction, adapted readily to the deep water. [80].

This item of cognitive research is almost an affective domain parable for Outward Bound. The Outward Bound student is faced with a task, that is living and understanding his life. This task is the same for non-Outward Bound students. Both groups of people make hit and miss attempts to understand their lives. The Outward Bound student comes to Outward Bound, where the experiences for 26 days are more intense and have a magnified reality. He is in an environment that compels him to understand, provides him with real feedback and exposes his feelings and reactions. The group, the instructors, the debriefing sessions, the interviews, the experiences, all contribute towards a greater understanding of the principles of living, feeling and socializing. The non-Outward Bound student also encounters many of these conditions in his everyday life, but not as many or as intensively as can be achieved in 26 days at Outward Bound.

The Outward Bound student returns, knowing something more about himself and about people and about life than he did when he entered the programme. He is now better equipped to fulfill his task of living than previously. He is, in the terms of Judd's experiment, more likely to hit his target more quickly, even when the water gets deeper.

It should not be assumed from this parable that it is suggested that without an Outward Bound course people will not have the understanding for living satisfactory or successful lives. In the Judd experiment, the control group was also able to hit the target in the deeper water - they continued along in their trial and error methods - they made a lot of mistakes and they took a lot longer.

It is in this area that Outward Bound's potential lies. Its potential

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to bring an understanding of self that might reduce the number of mistakes young people make in trying to be successful in the transition to the deeper water targets of adulthood.

While guidance is important it is clearly the involvement in significant, intensive life situations that is the main teaching force at Outward Bound.

Gordon Allport would suggest that there are even inherent qualities in the role of teacher which prevent him from being successful in affective areas. He "focuses upon a common mistake that the teacher makes. It is to present students with his own carefully thought out conclusions when they themselves lack the raw experience from which these conclusions are fashioned." [81].

Real experience cannot be substituted if real affective learning is to take place, no matter how much more quickly this learning can be attained by good guidance and a well designed learning environment. At Outward Bound little is done to prevent loneliness, joy, cold, sorrow, apprehension, satisfaction, frustration or relief arising out of experiences that demand responses such as these. Students are faced with their own feelings in a way unlikely in their normal lives. They share them, exchange them and learn from them in a supportive group situation in which secret feelings are hard to hide and destructive reactions are bared for response.

Hence it can be seen that underlying the whole experience of an Outward Bound course is the good prospect of the student meeting with, having to face up to, and understand his feelings, his reactions, and his understandings of himself and life.

Physical Education.

The late Professor T.W.G. Miller in his analysis of the aims of Secondary Education defined a number of fundamental specific tasks. The first was "to promote physical health, strength, dexterity, stamina, agility and grace." He went on to point out that

> Life has a physical foundation. Physical unfitness depresses. Soft, suburban living - the lot of most of our children - needs correcting by exercise. Abundant health, the sense of physical well-being, gives zest to learning and to life. Physical skill, even in modest measure, breeds confidence. Games - thought of in an all-embracing way - are fun and add to the joy of existence. There is a strong case for camps as part of the programme, providing, as they do, experience of living in community under conditions of partial hardship, and experience of physical work in the open air. [82].

It is interesting to note his emphasis on the role of camping, or joint, outdoor activities of a non-competitive nature.

Unfortunately so much of modern education centres on team games which have competition as their central, unifying theme. This is not because physical education teachers necessarily revere competitive games (although many do) but often because in a hard pressed timetable, with demands to organise Saturday fixtures or a forthcoming sports carnival (all emphasising competition anyway), the physical education teacher often is forced into, or chooses, the easiest way out, and gets his class to play a game.

In the "excursion stakes" the physical education teacher finds himself at a handicap. Sports days (entirely competitive), disrupt school programmes and timetables anyway, and in the pursuit of necessary grade passes at the end of the year, although the history and science teachers may be able to convince administrators that an excursion will bring forth such interest and cognitive growth that higher grades are a certainty, and so the excursion worthwhile, the unfortunate physical education teacher often finds little sympathy for his application. ..67

Often, more enlightened administrators, who see the sparkle of excitement and interest in the eye of a student returning from a camp believe that they can formalise and codify the camp situation and then make it more available to more children. The sparkle, inspired by healthy natural experience in the outdoors, and the freedom to romp in harmony with nature, is mysteriously lost so often once the administrator, in his wisdom, decides a permanent camp, better washing facilities, beds, separate bunk houses, then an amenities block are all needed to make the camp "better." Soon,"out of bounds" areas,administrative notices, staff rosters, equipment systems, standard programmes and specialist staff have made the camp so much "better" that it has lost most of the value that caused the original sparkle. At this point, however, the idea must be supported in order to justify the now considerable effort and expense incurred in establishing the facilities, and so numbers, and "politically" acceptable programmes become the order of the day. The camp by this time is usually dead, but those whose reputations were involved in its growth and sustenance can't afford to let it lie down.

Often Outward Bound is erroneously viewed as a panacea for a person's emotional, social or psychological problems. "Send him on an Outward Bound course, that'll fix him up," goes the cry. Outward Bound is not a panacea. It has great potential if designed and operated effectively, but neither the name nor the concept, simply in its own right has magic.

A similar situation prevails with outdoor programmes in the field of physical education. There is often thought to be a magic that comes automatically from attending "a camp," however, if that camp is to have any higher objective than baby-sitting, considerable attention and understanding has to be given to staffing, programmes, concepts and procedures.

Outward Bound is now established in Australia in a form which provides maximum potential for achieving high aims in this area of education. Its mobility through states, through education systems, through grades, throughages, through terrains and through particular applications all ensure that the staffing, programmes, concepts and procedures maintain flexibility and a high order of professionalism. This mobility allows a cross fertilization of ideas across schools, states and programmes, and the independent non-profit nature of the Outward Bound School ensures that it is able to pursue the primary aim of individual development, untrammelled by considerations of departmental, heirarchical promotions or profit. This does not mean however, that Outward Bound is a "reactionary educational concept," indeed as a policy, it works with schools and organisations,not in opposition to them.

Regardless of any shortcomings in the actual implementation of outdoor programmes in the school curriculum, it is nevertheless evident that the general concept of individual activities, leisure oriented and non-competitive sports and camping are all rapidly gaining general support.

Dr. James Darling pointed out that:

> the assumption that every decent Australian boy must be interested in competitive games, is an idiocy which has caused a lot of unnecessary unhappiness to a number of boys. 83.

Fortunately this position is beginning to change in Australia and teachers and the society in general are beginning to see the young man or woman who chooses to go bushwalking, or canoeing or cross-country skiing as equally well and productively engaged in recreation as a football or hockey player.

Because of the broad range of activities encountered on a course, Outward Bound often provides a good introduction to sporting and recreational possibilities that the individual may not have otherwise

encountered. More importantly, it usually gives a person a far better feeling about using his body to achieve feelings of satisfaction and achievement. The fitness programmes, physical demands, outdoor life and general adventure nature of the activities gives a student a feeling of well being and often a new body self-image. These feelings, and the fact that the programme is designed to provide incremental success experiences help a person to feel good about doing active things and can also considerably raise a person's confidence not only in doing more active things but also in himself generally as a person.

The prospective value of the holistic nature of the physical education aspect of Outward Bound may be seen to be heightened by an understanding of the correlation between psychomotor and whole life experiences and cognition.

> For example, Ismail and Gruber, in 1967, reviewed a large number of studies and did some themselves in which correlations were run between various measures in the psychomotor and cognitive domains. They found that psychomotor abilities and particularly co-ordination, balance, and rhythm, which require mental activity as well as practice of motor acts in order to be developed, correlate low but positively with educational achievements. 84.

It is interesting to speculate about the effect ropes confidence courses, rock-climbing, group initiative tasks, fitness training exercises and paddling may be having on cognitive development at the same time as they are developing teamwork, fitness, confidence and success experiences.

Outward Bound, with its professional staff and specially researched programmes incorporating a wide range of activities and experiences would seem to be naturally suited to making significant contributions in the field of physical education.

One of its major contributions may well be its public accessability. Its public programmes such as standard and adult courses and Pack and Paddle camps all make an outdoor, physical, educational experience available to people who by desire or circumstances would not or could not join an ongoing sporting or activities group. Or are not inclined to use public sporting facilities.Or see the purchase of equipment just to try out an activity as an expensive and wasteful pursuit.

The fact that many of those who come to Outward Bound are sponsored by service organisations and by industry or commerce, often means a much greater spectrum of the community is exposed to active experience in the Outdoors. Without such avenues of accessability the situation may continue whereby this range of experiences is currently limited to the more intelligent, more affluent, better educated, urban dweller. 85.

This legacy of interest in physical activity and particularly involvement with active outdoor pursuits may be one of the most observable outcomes of attending an Outward Bound course. Fletcher's study of Outward Bound in Britain certainly seems to support this view. He found, for example, that

> Between 60 and 70 per cent of students reported that after finishing an Outward Bound course they had continued to practise one or more of the outdoor skills learnt, particularly walking and canoeing, and the same high proportion spoke of the enrichment of leisure time activities that had resulted. 86

Environmental Aspects of Outward Bound Education

The words Outward Bound have become synonymous with outdoor education and adventure in the outdoors. One only has to have a passing contact with the organisation to know at least this much about it. Unfortunately this often leads to misconceptions.

Tom Price, points out that

> Outward Bound may easily be construed as a romantic escape from the ills of civilization into a sort of arcadia, where plain living and high thinking prevail.
>
> Perhaps it is escape but it is not escapism. 87

The quality of being "a place apart" has already been discussed earlier, however the fact that this "place apart" is in the natural environment has certain very clear implications and has a significant impact on the outcomes observed on Outward Bound courses.

The first noteworthy feature about using the natural environment is that it is, for most people, a contrasting environment.

In his interesting 1974 paper entitled "A Rationale for Outdoor Activity as Experiential Education", and sub-titled, "The Reason for Freezin'", Donn Kesselheim suggests that

> Most persons sharply contract their span of attention when they move into a contrasting environment (e.g. a wilderness setting). They tend to concentrate on basic considerations and there is a sharp reduction in the number and complexity of variables between one's normal environment and this "simplified" environment. As a result, outcomes are clearer and more easily understood. Cause - and - effect relationships are sharpened. The consequences of behaviour are much less ambiguous, and it may become more apparent that there is a discrepancy between one's self-image in a complex environment - vulnerable to rationalization as it is - and one's real self as perceived in a simplified environment. Given this greater clarity about one's behaviour, one has an opportunity to modify it - if one chooses to do so. 88

In this way it can be seen that the natural environment is more than simply a "neutral" context in which change or insight can take place, instead it has certain positive and dynamic qualities which make it an ideal medium through which the objectives of Outward Bound can be worked.

Before looking in more detail at the interaction between the Outward Bound student and the natural environment it is important to note that Outward Bound has an adventure-based approach to outdoor, experiential education and is not a wilderness survival school. This distinction is all the more necessary to make because of the very important effects Outward Bound had on the survival prospects of young British mariners during World War II. As was pointed out at the beginning of the paper, the establishment of Outward Bound as an idea was largely stimulated by a need for "survival training" for these young men. However, right from the very inception of Outward Bound the essence of the type of survival taught at Outward Bound has been for the person to recognise and understand his own weaknesses, strengths, and resources and thus find within himself the wherewithal to master the difficult and the unfamiliar. The teaching of survival skills as such, plays a negligible part , (if any), in Outward Bound programmes throughout the world. Frederick Medrick of the Colorado Outward Bound School suggests

> The Outward Bound experience seeks to make the individual more aware of and responsive to his natural environment. By becoming competent in some skills and more self-assured, the student begins to use and interact with nature rather than fighting against nature. He learns to co-operate with and to appreciate nature for the way in which its inherent beauty can enlarge one's sense of self and of human possibilities. Such understanding does much to eliminate fear of the unknown and unpredictable in the world and frees one for perceiving interrelationships which bring together man and nature. 89

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Throughout any Outward Bound programme students come into very close contact with their natural environment. During a 26 day course in North Queensland they will have encountered rainforests and beaches, coral reefs and islands, mountain streams and canefields. In the A.C.T. they will have encountered high mountains, woodland, pine forests, rivers and caves. Hence the diversity and reality of interaction with the environment is very pervading. Harold Drasdo writes that;

> The aesthetic experience significant to all men through all time is that of our affair with landscape. It does not depend upon intelligence or literacy and it needs no agent to help in its interpretation. 90

Encounter with natural settings is a multi-sensual process which has significant effects on learning and interpretation of experience. Hence Outward Bound students are not only stimulated by their surroundings but also have an opportunity to assess and experience the intrinsic beauty and nature of the natural world.

It is through this natural interrelationship between students and environment that the groundwork is laid for a genuine awareness and appreciation of the natural world. This process is the natural parallel to the more formalised attempts in modern society to "teach" environmental education.

Very early, about 3 a.m. on a standard course expedition, students rise, breakfast, and then either walk to the top of a mountain or in North Queensland glide across clear tropical waters to a peak rising out of the bay. They arrive an hour before the dawn, and wait. That first bird singing, that first awareness of being able to see what didn't exist a moment before, that miriad of fluid crimson golds creeping across the eastern seas or the seeping amber drifting over the mountain tops below, all heralding the spilt glory of the bursting sun are real. They are experiences that cannot be taught, and are very rarely encountered in normal life.

There are few students who can reject such experiences or not wish such beauty in the natural world to be retained.

To see the environment as something to be maintained, rather than a resource to be looted, offers significant opportunity for a change in attitude to the natural world. Supported by an operating philosophy which encourages care of the environment, the person who goes through an Outward Bound programme would seem to be more likely to appreciate his environment and the value of maintaining it. In this quiet, but significant way, Outward Bound may be making very important contributions to the environmental education of our society.

An interesting corollory to this influence may be that because Outward Bound students, especially those sponsored by welfare organisations, come from the complete spectrum of socio- economic statuses this exposure to the natural environment may be made available to many people who would not encounter it otherwise. (The research available 91 certainly suggests that the most likely person to experience the natural environment is amongst the better educated, professional, high income earners. It also shows that these people are those with the greatest concern for ecological values and more benign attitudes toward nature. 92)

Although the achievements Outward Bound may make in the field of environmental education may be only supplementary in aim to personality development there are a growing number of programmes in this area which are producing some interesting results.

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For example, in 1973 Harting 93 analysed the "winterim" programme at the Southern Illinois University Outdoor Laboratory. This course was designed to provide experience and understanding in the man-nature relationship through adventurous and challenging activities. In both environmental preferences and environmental comprehension there was significant change observed and the results clearly suggested that adventure orientated programmes are effective in the field of environmental education.

In bringing people to an understanding and liking for the natural environment, Outward Bound may well be succeeding by simply providing a 26 day outdoor experience as there is a wealth of evidence to support the idea that learning to like something is often very much related to exposure to it. 94.

One of the important implications in the discussion of man's relationship with the environment is the nature of that relationship. Man is not the passive product of his environment. He acts on his environment and as we have seen is also influenced by it. By changing and influencing his environment man is changing and influencing himself.

This process is occurring continuously throughout Outward Bound courses and in such a way there is a considerable acting out in microcosm of many of the most troubling and demanding aspects of change, and life and futures and relationships that face people in the world today.

The world has speeded up and the rate of change of the total environment in which man lives has increased enormously. However modern man needs to cope with these environmental changes, he needs both the time and the ability to integrate what he learns and consolidate what he means to himself. It is some of this time and some of this ability which Outward Bound attempts to provide, and it does so through a real, intensive, natural environmental setting which provides a unique stage for each person to act out the self-story he brings with him and is so central to his existence.

CHAPTER 3.

Some Aspects of the Social Educational Process through Outward Bound.

The social climate at Outward Bound is very varied over a number of social learning dimensions. Although the social interactions are generally of a more intensive nature than in normal society, the outcomes and aims can range greatly from course to course.

On a primary school course for example, the groups are made up of students who are familiar with one another, hold prejudices and feelings and expectations of each other before they arrive at the course, and are essentially homogenous in socio-economic, intellectual, physical, age and education dimensions. This same group will be that to which the students return after the course and consequently, while their social awareness may not be broadened outside of their primary social contacts, they are nevertheless provided with an opportunity to deepen their awareness and understanding of just that group which is going to form the climate in which they are going to grow and learn in the near future.

On the other hand, during a standard course, students come from over the total range of backgrounds, from highly intelligent to dull, from athletes to the physically unfit and physically inept, from high socio-economic to low, from city to outback dwellers and often include students from different overseas cultures. In such a climate the key note is the diversity of backgrounds and a lack of homogeneity which is carefully emphasised by the process of allocating students into groups in a way to ensure the greatest possible mix of people. Clearly the aims here are different, as these students who are over age 17 have left the school situation (or are about to), and are "Outward Bound" into a learning and growing environment which in most respects is directly opposite to that of the primary school student, an environment that is diverse in social contacts, insecure, and constantly in change.

Hence, the approach taken by Outward Bound to the construction of programmes relies heavily on a clear understanding of the nature of the learning and growing climate of the individual student of whatever age and background, and of his needs in the future.

Before proceeding further into some evaluation of the social education processes of Outward Bound, it may well be appropriate to emphasise that the student in an Outward Bound programme is far from being a passive receptor of all those influences and experiences inherent in such courses. He is compelled by the dynamic nature of the experience into action. He needs to accommodate actively to his new environment, to new physical and social demands, and to new insights into, and feedback on, his own behaviours and approaches.

The nature and extent of the dynamic responses of any individual will of course vary greatly from one person to another. It will also vary from one situation to another.

Although throughout most of this paper references to students have generally avoided references to the sex of students, there are areas in which the responses of students to the Outward Bound experience will be influenced by their sex.

As the majority of Outward Bound students throughout the world are male, it may be more efficient to centre some remarks on the relevant qualities of women in Outward Bound and mixed-sex programmes rather than try to constantly draw sex distinctions in evaluating all Outward Bound processes. Hence, throughout this paper it can be assumed that the comments are general, and refer to both sexes, except for the following remarks.

Women in Outward Bound Programmes.

Although Outward Bound began in 1941, it took until 1949 for the Outward Bound Trust in Britain to see the potential of Outward Bound training for all people, instead of just men. A committee was set up to investigate, and

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after much discussion, the first experimental course for girls was held at the Eskdale Outward Bound Mountain School in 1951. In 1963 a permanent school was established for girls, at Rhowniar, two miles from Aberdovey, Outward Bound's original school, in Wales. It took even further time, before the first mixed courses were operated in Britain, in an experimental programme at Rhowniar in 1969.

The American experience was quite different, with mixed courses being introduced very quickly after the introduction of Outward Bound to the U.S.A. in the early 1960's.

In Australia, the development followed a similar pattern to that in Britain. Following the first experimental course in 1956, Outward Bound did not introduce courses for girls until the early 1960's, and then, as with the British pattern under control of a separate Committee of Management. These girls' courses were sometimes conducted at Fisherman's Point and at other times at other centres. It was not until 1976 that mixed standard courses were introduced.

As a prelude to this introduction, the distinction between 23 day courses for women and 26 day courses for men was eliminated in 1975. The style and approach on both courses was brought more into line (especially by dropping of many of the previously judged "female specialised" aspects of the programme such as dance, mime, etiquette and public speaking) and a conscious effort was made to develop a greater cadre of experienced women instructors.

The current approach by Australian Outward Bound requires careful interpretation, as it conducts both single sex and mixed sex standard courses. Adult courses, schools courses and special courses are all mixed sex programmes. Up until September 1977, Pack and Paddle courses were only for boys aged 12-16 years, however a similar programme has been implemented for girls aged 12-14 years.

The reasons behind these different approaches are complex, however, a scan of these reasons would produce the following.

Pack and Paddle camps for boys cover the age range 12-16 years, however, because of the large number of boys attending, they can be divided into homogenous groups according to maturity and experience (rather than age, which during these transitional years can be a poor indicator). The resultant small groups in which they then operate can be directed to programmes appropriate to that group.

Pack and Paddle girls have been restricted to maximum age 14 years to account for the general trend for girls to reach maturity a year or two earlier than boys, and that this process is likely to have taken place somewhere between ages 13 and 17 years. It is also for this reason that although the standard course lower age limit is 17 years, a young application by a girl is more likely to succeed than one by a boy. The gaps in Outward Bound programmes age limits are designed in recognition of factors such as these and their interpretation is generally not exclusive. That is, a boy aged 16 is not necessarily excluded automatically from Pack and Paddle (age 12-16) nor from the standard course (age 17-25), instead, this gap allows an individual assessment of that particular student's needs and levels of ability and maturity in order to choose the most appropriate programme. The same applies to men and women aged 25-30 years who at first sight appear to fall into a no man's land between standard courses (17-25) and adult courses (30+).

Although sexual egalitarianism may be the loudest, and unrelated to its loudness may well be the populist view today, it would be foolish to ignore the physiological, emotional, and psychological differences of men and women. It is the recognition that men and women are overwhelmingly similar that has led to men's and women's courses being almost the same. However, if Outward Bound is to be true to its aim of increasing the prospects for maximised development of the individual, it must also take into account both the actual differences and the socialised differences between men and women.

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Some simple physiological differences make programme differences necessary. Young women are more than capable of the same endurance, perseverance, navigational and bushcraft skills as young men, but on the average have shorter legs and so require many more paces to cover the same length of ground. Hence, what may take 60 hours of walking for a man may take 72 hours for women whose step is 20% shorter. Of course, the women can do it in the same time if they have less sleep, or fewer stops or walk faster, all of which take very much increased energy. The solution is then either to reduce the programme (and so not extend the men to their limits but to the limits of the women) or to have a separate programme for each sex so that times, expeditions etc. can be made appropriate; or use situations that minimise the differentiations. These last two solutions are the ones currently being followed by Australian Outward Bound. In courses where the country is more open and much of the extension of abilities comes from distances covered, the single sex course is followed. However, in situations such as in the North Queensland courses where the density of the rainforest jungles reduces the differentiation on pace length because no one in a group can step out effectively, then one of the reasons for separate courses is eliminated. In this programme, sufficient reasons for separate activities have been eliminated that North Queensland courses are all mixed courses.

Another simple example of physiological differences appears on the ropes confidence courses where it is consistently found that while almost all men can hang by their arms and make some upward pulling movement from this position, a large percentage of women cannot do so as they do not have the same strength in the upper body as most men. This means that certain activities need to be designed specifically to be appropriate to women.

Problems of this nature do arise on mixed courses. At the end of the men's course, it has been found that a long marathon run, following so closely on the groups' efforts on final expedition, provides an opportunity for each person to achieve something at an individual level. Many women are keen to have the same activity in their programme. However, whereas it is found that on a 24 km. marathon the first male runner home may take 1 hour 45 minutes, and the very slowest 4 hours, the range for girls goes from about 2 hours to never. Some women, particularly if their anatomical build includes large hips and thighs and short legs would simply find it impossible to run, or even quickly walk 24 km. Therefore the marathon would become an automatic failure experience for them and is consequently inappropriate. To reduce the marathon to a level which may permit successful participation for these women would almost certainly reduce its significance for fitter men and women. Alternatives have to be found. Space precludes the opportunity to discuss these alternatives here, however, suffice it to say that they are being found. Compromise, in this area, as with almost all facets of Outward Bound operations, is an irrelevant term, as Outward Bound is not trying to gather together a multitude of harmonious acceptances of its philosophies, but is trying to extend each student to his or her limits, and compromises almost by definition mean staying away from the limits of beliefs or behaviours or understandings.

These comments on the physiological aspects of women at Outward Bound may be accepted but be sublimated to the egalitarian desirability of mixed courses at the social level. Unfortunately two major societal factors work against Outward Bound in this regard.

The first of these is simply that although all advertising and publicity indicates that the programmes are for both men and women, the overwhelming number of recruits are men. On the average, if all Australian Outward Bound courses were mixed courses, each primary group of 12 would have approximately 10 men and 2 women. Under the influence of course enrolment differences, this would mean that many groups may end up with 11 men and 1 woman. This is obviously not a meaningful mixed group. The current policy of running only a certain number of mixed courses has ensured that the number of women in a group of 12 is closer to three. Still not a really adequate number for effective integration, but close enough to work if the conditions are carefully designed.

The other major difficulty with mixed courses comes from the heavily stereo-typical behaviours and attitudes which students bring with them to a

course. Outward Bound prefers to treat its students as people, rather than men and women, however, the students often find it difficult to overcome their own socialised role expectations.

For example, under stressful conditions, emotions and conflicts are more evident.

> Inevitably there are some participants who have a low tolerance for conflict or strong emotion. When conflict and emotion run high, these participants react in one of two ways (or in both ways at different times): they either withdraw from the interaction or they try to stop what is taking place. In conflict or confrontational situations, they may become mediators, saviours, or "red-crossers." They defend the confrontee, chide the confronter, and in general pour oil on the waters of conflict. [1].

This situation often gives rise to undesirable reactions on the part of students. For example, if a girl perceives herself as having difficulty carrying a rucksack, she may have learnt that crying will bring her assistance. Although she may be capable of carrying the rucksack, a male member of the group will often spring to manly defence of the poor female and take the rucksack's weight. The instructor, if he tries to encourage the man to let the woman do it herself so that she can find independence and gain satisfaction out of her own achievement, and learn that perceived difficulty is not necessarily actual difficulty, may be thrust into a position where he is reacted to as being callous, or dominating.

Such situations are very common in mixed groups with the people who suffer usually being the women. It is all too often assumed by both sexes that the males will do the physical work, take the leadership roles, make the decisions and look after the females. On a womens' course on the other hand, it is obviously the women themselves who must do everything, lead, decide, and look after themselves. As there are no dominant males present, the women have every opportunity to develop fully as individuals.

Unfortunately, there is little research available to support these observations. There is indeed little evidence directly available on womens' involvement in Outward Bound, although most results on Outward Bound generally refer to both sexes (especially in American research).

One of the few research studies directly concerned with women at Outward Bound is Betty Strutt's, 1966 paper on "The Influence of Outward Bound Courses on the Personality of Girls." She used a matched control group, and analysed the influences on the girls in a number of ways including the use of Cattell's Sixteen Personality Factor Questionnaire. Although Strutt recognised some deficiencies in experimental design she concluded that

> the Outward Bound girls became more stable, and this change was significant at the 1% level. They were also less aggressive, livelier, less sensitive, more liberal and less conventional and they thought they were more confident and more dependable, both changes significant at 5% level. The sponsors also considered them to be less reserved and less sensitive, both changes significant at the 5% level.
>
> Compared with the control group girls, the Outward Bound girls had become relatively more stable, more dependable, more critical, livelier, more independent, less sensitive, less conventional and from the Self Ratings, considered themselves to be more liberal and much more confident than the Control Group girls. [2].

These results were found on a single sex womens' course in Britain. It would be most interesting to see what results would be yielded on a mixed course. The idea that often different outcomes and effects are achieved for men and for women has received support vicariously in a number of studies.

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Fersch, for example, in his 1972 evaluation of the "Project Adventure' programme, which was a programme modeled on Outward Bound training concepts for a Massachusetts High School, found not just significant results for all participants but more significantly for this discussion, quite clear differences between the boys and the girls.

He found that

> the girls showed more significant improved changes in self-concept. On the Tennessee scale, for example, they increased significantly in total positivity, positive identity, positive behaviour, moral self and family self, and they showed a significant decrease in self-criticism. The boys evidenced less change.

It would seem clear that much more research and evaluation is needed in this area before clearer indications can be given to the relative merits of single sex or mixed courses, however, there would seem to be no doubt possible that a carefully considered, well structured Outward Bound programme is appropriate to people and not simply men. Observations of women on Outward Bound courses also leads to conclusions that generally, if allowed to be free from the domination of men, women prove themselves very capable indeed in activities often thought to be the preserve of men. That is, they lead, decide, initiate, persevere, plan, organise and relate effectively; and without having to throw away their true female identities and become quasi-males. It must count as one of the greatest developments of Outward Bound that programmes were made available to women. It only remains a pity that this development was so long in coming and that the society in general (as reflected in recruiting figures) is even more tardy in recognising the value of the Outward Bound experience to all people, regardless of sex.

The Development of Social Skills at Outward Bound.

The physical world is changing. Sheer population pressure makes it now necessary to arrange people in relation to each other and to their environment in entirely new ways. It is this situation which has given rise to the concern of educators for the development of social skills as an important and compl. emtary adjunct to knowledge acquisition and understanding of self.

The Hughes Committee, investigating the role of the school in society, concluded in 1968 that

> Education must be designed to assist young people to cope with the pressures and problems of living in an urban mass society. The task for the school in this respect is to fashion educational experiences which will foster security, self-identity, and individuality in an increasingly organised society. 3.

Prof. Miller identified very similar objectives in outlining the aims of secondary education when he suggested that "through the general life of the school, supported if possible by experience of camping, there is first the need to give practice in living in community, with all that it implies." 4.

It is unfortunate that most people have relatively limited social experiences throughout their lives. As children, they have very few role models within their families, at school they are generally grouped by intelligence or academic skills and by socio-economic factors in choice of school or school location. Hence, by the time a student arrives at a standard Outward Bound course (or even a Pack and Paddle course for that matter), his experience of a range of people and his necessity to interact effectively with a range of people has been severely limited.

At Outward Bound this situation is abruptly different. An age range from 17 up to 25 (and often extending into the mid-thirties) and the availability of courses to all members of society quite suddenly opens potential for social interaction of a type never before available.

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> The individual's ability to interpret social situations and to respond to them adequately is also a function of the amount and diversity of experience he has had in reacting to other people. Here, as elsewhere, the ability to discern the relevant patterns and details in a situation develops with practice. As one observes the effect of his own behaviour upon the reactions which others in turn make to him, he selects modes of social response that may persist into maturity. 5.

Hence Outward Bound hopes to stimulate the social skills development of each individual through 5 general processes, firstly by exposure to a great range of social resources through the diverse backgrounds of its staff and students; secondly by impelling students into social experiences that prompt active responses of dynamic accommodation and re-evaluations of attitudes and behaviours; thirdly, by encouraging a supportive environment in which social skills can be experimented with and developed, without fear of psychological threat; fourthly, creation of an environment conducive to real and positive feedback to enable more realistic evaluations of social success and effectiveness,and fifthly, by broadening the range of each individual's social roles.

The effectiveness of Outward Bound in achieving these aims is increased by the acceptance by each student of the training conditions before he arrives on the course. The two main conditions are simply that he should do everything to the best of his ability and consider other people as fully as possible. These voluntarily and actively accepted pre-conditions to doing a course orientate the student to seek development in these areas.

David Johnson outlines a five step process for learning new interpersonal skills which closely parallels the processes outlined earlier. He suggests that the new interpersonal skill acquisition process involves

1. Becoming aware of the need for and uses of a new skill.
2. Identifying the behaviours involved in the new skill.
3. Practicing the behaviours.
4. Receiving feedback concerning how well the behaviours are being performed.
5. Integrating the behaviours into a behavioural repertoire. 6.

The social climate at Outward Bound is such that these processes are maximised. The "unity in adversity" nature of many experiences; the need to organise supplies weeks ahead, the need to co-operate on expedition; the need to trust each other in safety techniques at rock-climbing or caving; the need to co-ordinate in a four man raft; the need to harmonise with three others living under the same plastic bivvy sheet; all ensure that students are aware of the social consequences of their behaviours, have clear feedback, and the opportunity to practice new behaviours. The closeness of this interaction often parallels features of T-Groups.

The social situation created at Outward Bound is very similar to that described below referring to T-Groups laboratory training:

> Immediate experiences of participants furnish the basic ingredients for laboratory learning. The struggles of groups to achieve satisfactory organisation and forward movement, the strivings by members to find a place in the formation and functioning of their groups, the efforts of members to integrate discrepant demands stemming from multiple memberships - all of these experiences yield vivid and personal content for learning. 7.

The prospects for this learning occurring are increased by techniques such as the writing of journals which require students to record their thoughts and actions each day and so have them available for personal evaluation at a later time; interviews and debriefings and group discussions, all of which provide a proving ground for new social behaviours

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and thoughts as well as an information source on social interactions; and solo which promotes the assessment of social relationships by isolating each student from them for three days and nights with a prelude of intensive social interaction and feedback which accentuates thoughts in this sphere.

Just as in the learning of any new skill, the approval of a group is a powerful source of motivation and support and so it is with the learning of interpersonal skills at Outward Bound.

> When interaction is frequent or when the situational context is such that it is highly important for each party to behave in a predictable and interdependent way, well-established expectations arise that have an obligatory, normative quality. 8.

It is these mutual expectations, oriented towards social "survival" and under the influence of the Outward Bound philosophy of considering others as fully as possible, that differentiate the Outward Bound group from the collection of individuals who arrive on the first day of the course.

Before successful development of social skills is possible however, each student at Outward Bound must be prepared to make some commitment to this new social environment, some investment of self.

Again, just as in a T-Group situation

> Learning and improvement follow in large part from the individual's struggle to find membership which both satisfies him and contributes to the group. When this is achieved, there is less need for individual defenses. The needs and resources of all can be used freely.
>
> In struggling to achieve such membership, individuals acquire new insights into self, into others, and into the group itself. They gain new skills of co-operative action and new ways of learning. Gradually individuals find that they can open themselves up to learn and to help others in learning. A group for learning - that is to say, a group whose members are willing to consider the possibility of personal change - gradually emerges.
>
> This movement, however, is not easily achieved. Entering an interchange of influence can be extremely threatening; hence the necessity, first, for personal security that the individual's integrity and identity will be maintained, and second, for willingness to invest self, even if this involves risk of exposure and of change.
>
> Investment of self requires considerable awareness of one's own motivations and personal defences. It also requires awareness of personal identity and sufficient ego strength to relate to others interdependently rather than dependently or counterdependently. 9.

That this process is successful in promoting awareness of others and social skills, seems to be well borne out by Professor Fletcher's comprehensive 1971 study of Outward Bound and its influence. He found for example, that "64% of students believed they had become more aware of the needs of others or improved in their ability to mix well, whilst 43% of sponsors reported noticing this change." 10.

It is the recognition of this potential of the Outward Bound environment, if properly constructed and controlled, and the ackowledgement of the interdependence of the variables within the programme, that leads to the careful design of courses and the need of staff to understand the dynamics of the programme.

In order to understand more fully some of the various elements which determine the potential of Outward Bound to contribute significantly

to the development of social skills, and to the social education of the individual it is necessary to look more closely at some of the influences and features of Outward Bound programmes.

Before looking at these various dimensions however, it is important to stress that Outward Bound is a total experience, and almost invariably the influences operating are interdependent.

Peer and Reference Groups and Significant Others.

It has already been pointed out that the simple diversity of backgrounds of the students and staff of Outward Bound forms a rich milieu in which prospects of increased social awareness and understanding are enhanced. This is satisfactory as a broad view, however certain elements within this milieu have more significance than others.

No student arrives at Outward Bound without some social identity, and more often than not they arrive with two; an actual social identity, i.e. the position they hold in their own society; and a perceived social identity. Each student is in essence, the synthesis of all the social roles he has ever performed from his birth, as well as his perception of them.

Important in these processes are key reference groups. Unfortunately, as earlier outlined, most people have in fact a paucity of range of social relationships, and an even smaller range of reference groups.

The limited range of reference groups available to the individual however, does not mitigate against the strength of their influence on him.

Reference groups are so called because they are perspectives, or attitudes or sets of beliefs which are used by any particular individual as a frame of reference for the organisation of his social/cognitive fields. Various groups may serve as reference groups, and even membership is not essential, indeed sometimes orientation is sufficient. Their importance is that, whether real or imagined, they are the embodiment of social values to the individual adopting them. They constitute important sources of social control, and of values for the guidance of behaviours and attitudes.

Consequently, it is clear that the greater the opportunity an individual has to encounter more potential reference groups, the greater the prospect that he will be able to find appropriate reference groups that will lead him to attitudes and behaviours appropriate to him as a person and his future welfare.

Outward Bound, of course, provides many potentially alternative reference groups, not just in its structure and staff, but in its philosophy, its principles, and its accumulation of groups who each form their own, appropriate and unique value systems.

The strength of the potential of this situation is outlined in David McClelland's motivation change theory in which he states that:

> Changes in motives are more likely to occur and persist if the new motive is a sign of membership in a new reference group. No principle of change has stronger empirical or historical support than this one. Endless studies have shown that peoples opinions, attitudes and beliefs are a function of their reference group and that different attitudes are likely to arise and be sustained primarily when the person moves into or affiliates with a new reference group. [11.]

The impact of the new, potential reference groups at Outward Bound is ever further strengthened by the influence of both peers and potential significant others in this environment.

It has long been observed that peer groups can have very powerful learning influences, especially for the adolescent. The peer group enables

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the person to develop age relevant skills, to practice social skills and develop communication skills, without the overshadowing "threat" of adults whose values, attitudes, skills and expectations are alien.

Hence peers are important as a reference group and help an individual find his identity in his own social context. As has been discussed under the section on staff, the relative youth of the staff at Outward Bound and the likely perception of them as attractive models, strengthens the impact of staff being seen as a peer/reference group. Similarly, within the broad range of students on an Outward Bound course, the prospects of an individual interacting with or discovering attractive models is greater than in their normal limited social contacts, and so here too the peer group may often take on the nature of a peer/reference group.

It must be remembered that the peer group is likely to have more powerful effects on the individual in the Outward Bound context because it is positively oriented towards doing so through the conscious expectation that each person will consider every other as fully as possible. Hence the generally supportive and nurturant quality that is typical of Outward Bound groups provides an environment in which new social behaviours may not only be adopted, but experimented with and practiced with reduced prospects of fear or threat.

Under these conditions, the likelihood of an individual perceiving a role model which is particularly attractive to him is increased. The likelihood is also increased of that person, whether it be a staff member or student, being important to the individual in achieving a joint task, or providing counselling or advice, or giving the individual physical, intellectual or moral assistance. Hence that person is likely to take on the role of "significant other" and have a particularly strong influence on the attitudes and behaviours of the individual.

In all of these cases the impact of peer and reference groups and significant others is likely to be greater on students who arrive on the course with less adequate or less clear social identities, and those who feel unthreatened, open to change,and have had fewer opportunities for diversity or richness of social interaction in the past.

It is important to note however, that it is difficult to assess the direct influence or impact of such conditions as described here, particularly as they are influences that are least likely either to be understood by individuals themselves or articulated even if they are. It would also be interesting to evaluate in some controlled manner the degree to which students accept or perceive Outward Bound conditions as significant reference locations and how much they may be only prepared to exemplify relatively short term "membership" behaviours. Some research results (12) have advanced the idea that reference groups influence the attitudes of an individual, while membership groups influence attitudes that are expressed.

If this is so it would be interesting to assess to what extent and intensity attitudes can be expressed before they become a part of that person's repertoire of real attitudes and so part of his identity. Is 26 days and the intensity of an Outward Bound programme sufficient to achieve this transformation?

Social Interaction and the Outward Bound Experience.

Social interaction is a very pervasive feature of human life. Much of the substance of our experience is shaped by social relationships involving interaction. All of our individual characteristics, attitudes, beliefs, concerns and aspirations are affected by it in some way.

The potential for man to learn through experience has already been discussed. The potential of social interaction as an important aspect of experiential learning also needs attention.

As has already been seen the Outward Bound experience is far from being simply physical. It aims at the development of the whole person, and in pursuit of this aim, the social domain cannot be underestimated in significance.

Indeed "our ability to experience, to decide, and to control our own behaviour through our decisions is dependent in many subtle and involuntary ways on our relationship and interaction with our fellows."[13]. This effect of social experience in the Outward Bound context is seen primarily through two dimensions. The first and most obvious of these is the nature of the social interaction, communications, relationships, sharing, and all those communal aspects indicative of man. The second, less visible, but probably more powerful is the impact of such experiences on the nature and understanding of self.

It is difficult to divide out these two dimensions as they are interdependent. For example, Festinger's social comparison theory postulates that man has a drive to evaluate the appropriateness and rightness of his opinions and abilities. Because the individual can evaluate himself only by comparison with others, he is motivated to belong to groups and associate with others. There are other reasons for joining groups, but it seems clear that the drive for self evaluation is an important factor contributing to making the human being gregarious.[14].

Unfortunately, for a host of reasons, involved in other personality dimensions, or geographic, social and economic conditions, many people, find themselves isolated from gregarious activities and consequently divorced from many opportunities for self evaluation. This often has many of the elements of a self-fulfilling prophecy as it is likely to increase the prospects of poor social skills which decreases the prospect for effective social contact which further limits social skills. The important side effect to this vicious circle is that it also precludes the type of feedback mentioned earlier as so important to the person in self-evaluation and consequent understanding of self.

At Outward Bound the opposite effect is observed. The individual is impelled into social situations of great intensity, from which the likelihood of withdrawal is limited by the perceived necessity for the group to interact in order to achieve group goals, (often interpreted as being of a survival nature). Hence these 26 days of rich social interaction provide in a supportive environment, opportunities for experimentation and real feedback at the same time as providing satisfaction from achieving joint social aims.

It is interesting to observe that the layman often feels that Outward Bound is most likely to be relevant to young people in scouting groups or those who "like that sort of thing", whereas considerations such as those suggested above seem to indicate that the Outward Bound experience may be at least, if not more, relevant to people who do not belong to groups or do not normally engage in these activities.

The richness of the social experience provided at Outward Bound is indicated by the multitude of different backgrounds and different life-styles encountered.

An increasing body of research in this area seems to be indicating that Outward Bound has considerable potential for success in this area.

In a 1970 study based on interviews and questionnaires, Joseph Shulze concluded that:

> In an age of conflict between age groups, races, and styles of dress and behaviour, it is extremely important that we learn to acknowledge and respect our differences of styles and values, and work together. The Outward Bound course seems to foster respect and tolerance for others by bringing students of diverse persuasions together and making them work side by side for their mutual benefit.[15].

However, it is not simply the rich diversity of backgrounds which helps Outward Bound achieve these desirable outcomes, but also the nature of the design of the programme and the form of the interaction. Indeed, depending on the overall aim of the programme it would appear that considerable advancement in teamwork, trust, co-operation, understanding and more effective personal relationships can be achieved even in a more homogenous group, as long as the environment is appropriate.

In 1972, for example, Ratcliffe evaluated a senior seminar programme following Outward Bound principles at East Denver High School, Colorado, and found that in comparison with the control group, the students related better to members of other racial groups; developed closer personal relationships with other students and even related better to their parents. 16.

The Outward Bound experience is one which stimulates a sense of mutual dependence and trust and teamwork. Students find themselves together, in a challenging environment where they need not only to work together, but also to rely to a large extent on each other for emotional supports as well. This develops a genuine concern for others which fits well into the general philosophic aim of trying to consider others as fully as possible, which is promoted and accepted at the beginning of the course.

To the person who has not had the opportunity to see an Outward Bound programme in action, it may seem odd that such claims for mutual concern, trust, and joint achievement can be made by Outward Bound when in the broader world, where people also clearly have diverse backgrounds, there is so much distrust, lack of concern, and selfish intention.

The key to understanding this is the holistic and intensive nature of an experience which strips away artificialities and centres on genuine needs and real and purposeful action. Indeed in this Outward Bound context, the very weaknesses of the disparate and selfish community outside Outward Bound are overwhelmed by the positive need for a group of people to combine effectively. Once relieved of these negative influences a whole new potential arises.

An indication of this potential is readily seen in research findings that groups made up of individuals with dissimilar personalities tend to produce higher quality solutions, of a creative kind, than do those made up of individuals who are most similar in personality. 17.

Similar research has also found that heterogenous groups produce a higher proportion of high quality solutions than do homogeneous groups. It is also interesting to note that this quality of heterogeneity coupled with non-authoritarian leadership and collective problem-solving techniques may be the source of much of the satisfaction and sense of achievement expressed by students on Outward Bound programmes. For the research in this area also indicates that the satisfaction of individuals with solutions reached is highly correlated with the degree to which the individuals reported having had influence in determining the group solution. It is also suggested that-

> Solutions with high quality and high acceptance can be obtained from groups in which the members have substantially different perspectives on the problem, and in which these differences are expressed and used by the group in arriving at the final decision. 18.

Inherent in these findings is the idea that an individual finds it rewarding, satisfying, and by implication, conducive to growth, by gaining feedback from such social experiences. It is this real, and relevant feedback which provides much of the social education value of Outward Bound.

In the broader society there are various factors which account for the withholding or distortion of responses by persons with whom an individual has tried to interact. In the Outward Bound context fewer of these are relevant: the association is not ongoing (mistakes don't have to be lived with forever): the environment is non-evaluative (no one person wields

influence or power over another person's future); and it is non-competitive, just to name a few of the differences. The immediacy of the experience also promotes more of an instantaneous and spontaneous quality to the feedback. Hence, one of the most powerful effects on the validity of a person's learning, that of instantaneous and real feedback on the effects of his behaviours is made available to the Outward Bound student.

These social learning experiences are vitally important to the growth of the person, as what a person does in a particular situation is greatly dependent upon his ideas about what he is and what is expected of him. Thus, these experiences determine his actions.

It is the accumulation of his actions, feedback on actions and social interactions, which gives the individual his sense of self. As discovery or clarification of the concept of self is one of the main objectives of Outward Bound, it may be valuable to look at the self-concept from the angle of social interaction and experience.

> The self is essentially a social product arising out of experience with people. We learn the most significant and fundamental facts about ourselves from influences about ourselves made as a consequence of the ways we perceive others behaving toward us. [19].

Unfortunately, if the individual cannot interpret the "inferences" or doesn't have the skills to have productive relationships with other people, or isn't able to satisfactorily perceive the ways others are behaving towards him, he is likely to have a self that is inadequate, confused or at least, unclear. The Outward Bound environment, very like a T-group environment, compels individuals into social interaction, centres their thoughts on this interaction, and through de-briefings, interviews and careful control of grouping, maximises the opportunities for these individuals to gain clearer perceptions of responses to their behaviours and intensified inferences about themselves as people. Occasionally these inferences may strengthen into confrontations, or crises such as those described in Chapter 2.

It is through such social processes and experiences that the student is often forced to divide his confused concept of self clearly into the subjective "I" and the objective "me" components outlined by George Mead(20). This division, as a pre-requisite to analysis, and if the student chooses, re-formation, is important to a clear and adequate concept of self for the student. Activities such as solo, the marathon run, journals and group sessions, are all designed to maximise the possibilities of this happening.

It is important however, that a new and untested and consecuently fragile self-concept should not be thrown out into the world too abruptly, as for some people this may be traumatic, especially if their expectations are unrealistically placed. Hence it is important for the individual to have time and opportunity to test out as many facets as possible of his new self learning. Hence, a programme of 26 days is seen as necessary to allow this process to take place effectively and activities such as final expedition are incorporated after solo, to allow students to test their new resolutions and new understandings. Often this will lead to yet another re-assessment of the newly assessed concept of self. This may be unsettling, but it is better that this happen within the bounds of a nurturant, supportive and personal growth oriented climate such as that of Outward Bound.

It can be seen then that the social interaction and experience encountered at Outward Bound is within a framework designed not just to increase social awareness, social skills and understandings of others, but through these interactions and experiences provide an increased opportunity for people to come to a clearer and often more realistic understanding of self.

One of the key factors in this and other dimensions of the Outward Bound experience is that of the primary group in which the students operate. The group has learning and other characteristics all of its own and the dynamics of the Outward Bound group deserve closer attention.

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The Outward Bound Group.

Outward Bound has no reason for existence other than the facility it can provide for the personal growth of the individual. It is not a movement trying to make some corporate achievement and it does not have aims which in themselves necessitate its participants working in social groups. However, this does not mean that the individual is the only, or even the most appropriate unit for achieving action or change, even for that individual.

The Outward Bound group contains within its construction a wealth of valuable data. It has transactions and interactions between members, it has the behaviours of the individuals as they struggle to create a productive and viable organisation; it has most of the qualities of a diverse miniature society. Because the Outward Bound group has been formed primarily to allow certain joint goals to be achieved, it takes on an identity of its own. The people involved divide certain functions, establish communication links, become more sensitive to one another's expectations regarding normative actions and expressions of attitudes, and take on a sense of group identity.

Much of the structure of the group, its learning potential, its operation and its effect on the individual members, comes about through group processes and group dynamics common to many group situations. These particular processes and dynamics, are of course, influenced in particular ways by the Outward Bound context in which they occur. However, general research into group phenomena and particularly into T-Group phenomena has much to offer in the understanding of the Outward Bound primary group.

The significance of a primary group to Outward Bound processes is well evidenced by the fact that from the very beginning of Outward Bound in 1941, such groups have been the basic organisational and educative unit. Although the name variations include brigades, watches, crews, patrols, and in Australia simply, groups, these primary units are used at all Outward Bound schools throughout the world.

The actual size of this primary group varies around the world but generally does not go lower than 9 and rarely over 14. The consideration of the appropriate size for any particular situation, school or programme is one that is usually given much thought.

In general, the larger the group, the less opportunity there is for each member to contribute and the more marked are the differences of those who will contribute least. Again, in general, members of smaller groups will tend to gain more personal satisfaction from their membership and are more likely to reach consensus more quickly than large groups. However, there are also other aspects to group size.

For example, larger groups have greater potential for heterogeneity of contribution, diversity of opinion and pooling of resources for the achievement of greater goals. Smaller groups may cause members to be constantly "on call," lack sufficient diversity of opinion or people resources to achieve goals. It is the recognition of the advantages and limitations of different sized groups that leads the Australian Outward Bound School to vary its group sizes, not only on different programmes, but also within any particular programme.

On standard courses for 17-25 year old students, the primary group most commonly used by Australian Outward Bound is 12. The most common numbers throughout the world Outward Bound Schools for standard courses are either 10 or 12.

Walsh & Collins, in discussing the primary group (which they call a "ten-group"), in American Outward Bound, suggest that such a group

enjoys some unique properties:

1. It is large enough to have and to accommodate diversified

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behaviour types; yet, it is small enough that cliques based on these types are not likely to form.

2. It is large enough to have conflict; yet, it is small enough to manageably resolve it.

3. It is large enough, and the nature of its common objective (mastery of the tasks of Outward Bound) important enough, that there exists a collective consciousness or bond, along with the individual consciousness of the participating peers. 21.

It is just such a group that each student is allocated to on the first day of the course. As outlined earlier, each group is made up of as diverse a range of ages, backgrounds, occupations etc. as possible, and people who may happen to know each other are not included in the same group.

Students are immediately plunged into one of the timeless dilemmas of human beings entering any communal situation: how to achieve secure membership in the group while retaining autonomy as a person.

So begins a process, which, though consciously constructed, mediated and influenced by the programme and staff, and sometimes redirected to achieve certain outcomes; nevertheless takes on a quality all of its own.

Two of the earliest problems needing resolution by the individual once he has been placed in his group are those of membership and involvement. (There are of course, students who arrive at the course with no real intention of participating. These students will be looked at a little later).

Very quickly at the beginning of the course the students see that activities such as cooking, expeditions, instruction, etc. will be more liable to be achieved and more conducive to good organisation if they are in a group. This factor in addition to a general confidence in the organisation that put them in the group immediately on arrival leads to a very quick acceptance of the idea of being a part of this group.

As they are also immediately launched into activities stressing a group identity and are allocated to a group instructor, issued group gear etc. the idea of being in a group becomes attractive to them. As the course progresses this attraction increases as the group provides satisfactions through the achievement of what it is in the member's interests to have it achieve.

However, while the group is actively involved in physical activities and being bound together as a unit by the common dimension of being in a strange, demanding and unfamiliar environment, there is little going on within the group to make membership or location easy for the individual. In keeping with the policy of not appointing leaders, students find the group itself structureless. In an attempt to find security in this alien environment, students will attempt to draw answers from the instructor to mitigate their uncertainties. However, the instructor will judiciously avoid "solving" all of their problems for them and turn questions back to individuals or the group. (As mentioned in the section on staff this process is a very seductive one, in which much flattering attention is given to the instructor in attempt to get him to accept responsibility for, and give security to, both the group and individuals - the good instructor avoids this seduction, turns back responsibility while at the same time not alienating the students.)

This search for structure and security by the students at the beginning of the course and the ambiguity of the situation, provides an immediate source of considerable emotional involvement. This ambiguity produces stresses related to both individual identity and group survival. The question about the desirability of group membership, the uncertainty as to how to proceed and the very unpredictability of the situation cause students to become deeply concerned not only about their own identities and their relative positions in the group but also about the nature of the group itself. This concern is increased by there being no obvious pattern of

membership through which to discover what is expected of him. In the early stages of the course the group has usually not yet established ways to evaluate or utilize contributions. This dilemma is often made intentionally apparent by the location, early in the course, of group initiative tasks, wherein a problem requiring group action to solve, is posed by the instructor who then withdraws, leaving the process for solution without any guiding structures.

The interactions which ensue are often fraught with confusions and stimulate the energies of individuals towards evaluating their own positions within the group and the nature of their own and the group's identity. What appears to be a rejection to an individual making a suggestion may simply be the inability of the group to do anything because no conscious group goal or pattern of procedure is present. Contributions may die for lack of procedure for testing or accepting. Perceived rejection of what the individual sees as a logical suggestion increases his uncertainty.

These uncertainties usually develop strong motivational forces which make a valuable contribution to group and individual achievements, and understandings which are to come later in the course and under even more difficult circumstances such as final expedition.

This positive outcome arises because the personal and group identity stresses stimulated, as described above, motivate considerable emotional involvement (which may not be immediately satisfying.) They also release considerable emotional energy for the defence of the individual. However, as members gradually identify their common problems, overcome common difficulties, learn to use their group's internal resources and build a group organisation, individual anxieties reduce and each person usually moves toward less defensive behaviour. This opens the way to an interchange of real feedback and honest interaction which becomes the basis for much personal and group development later.

In order for this process to occur, and if mutual acceptance which leads to effective membership, is to be achieved, then each of the individuals within the group must learn to lay aside not only formal status roles (such as teacher, bank officer, apprentice, unemployed) which may have been held outside Outward Bound, but also the desire to adopt roles which will be interpreted by the remainder of the group as not relevant to the group's situation and aspirations (for example, dominant leader, or cynic).

The necessity to do this is made more readily perceived through the combined strength of the expectations of behaviour soon developed within the group. Indeed one of the features of the newly developing group as an entity in itself is that it soon begins to develop shared norms and shared expectations about each other's likely behaviours.

The conditions for membership thus grow clearer as the course proceeds. The struggle required to gain effective membership, and in resolving the uncertainties of requirements, leads however to a strength of feeling about membership that is extra-ordinary. When added to the "unity in adversity" quality of a group moving through an Outward Bound course, it often develops bonds of concern and support for each other that are rarely encountered elsewhere. As all students, including those outside the particular primary group are also undergoing the same experiences, there is a bond of shared understanding which is very strong. The difficulty of retaining contact with the group after the course often leads to the positive feeling for Outward Bound so frequently reported by ex-students being strengthened as the organisation and the concept become the only available depository for these strong attachment feelings.

The strength of these attachment feelings, both during and after the course, will often depend on the amount of investment the student has made in the group during the 26 days. Undoubtedly the group grows stronger as its members invest more in it. However, becoming totally absorbed by the group denies much of an individual's identity and recognition. Hence, there is a continuous tension between these competing needs. The environment in

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which the students find themselves, with group debriefings, discussion periods, and group planning sessions, is conducive to a constant examination of the sources of this tension. This examination can be very productive for both self and group understanding.

Although the main area under discussion here is the influence and dynamics of the Outward Bound group as a whole, the group nevertheless provides a vehicle for bringing together individuals in meaningful relationships which can have considerable impact on their self-evaluations and personal growth. The most common of these relationships are those between student and instructor or one student and another "soul mate" within the group. (Both relationships seem more commonly observed in women students). This relationship is developed according to the general tenets of exchange theory of attraction. [22].

> It is generally agreed that attraction will follow if one group member directly provides another with rewards or the means of satisfying needs, or is perceived as potentially able to do so. It also occurs when people have joint membership in a successful group or go through an adverse situation together. There are many consequences of attraction on group and individual behaviour (and these are important to Outward Bound in achieving its objectives). People who are attracted to each other show greater ease in expressing aggression, respond favourably to situations in which the other is present, and tend to modify their self-evaluations and social perceptions to correspond with the attitudes they have about one another. [23].

In their paper on "The Exploration of the Outward Bound Process," Walsh and Gollins seem to take the exchange theory model on individual attraction and interaction and extend it into the primary group as a whole. This would seem to be an acceptable way of explaining much of what takes place within the functioning of the Outward Bound primary group.

They point out that the use of the primary group

> in the Outward Bound process recognises man's need for reciprocity. Reciprocity is an exchange system whereby strengths and weaknesses can be traded off within a group. Reciprocity is a way of creating order; there is survival value in identifying the total strengths, weaknesses and various skills of the group. Abilities can then be exchanged to a point where all the people contribute to the problem solving pool of alternatives. The exchange of one's abilities in intimate, socially acceptable co-operation with others is not readily available to people today. Its exercise in Outward Bound is a return to co-operative, enhancing social interaction, which re-organises the meaning of most people's experience. [24].

The most obvious outcome of this position is the development of mutual contributions, which as the group aims at goals greater than those which can be achieved by its individual members, take on a strong interdependent quality. This emphasises the worth of the group to the members and so one of the aims adopted by the group becomes that of avoiding or overcoming influences that may be disruptive to group harmony and reinforcing those influences conducive to a supportive group climate. This often leads to the group developing "healing powers" similar to those encountered in T-Groups. Although Outward Bound aims at encouraging good group development, this cannot happen if the instructor plays a too dominant or omnipotent role, or if conflicts are not provided with the appropriate climate for resolution, or in very rare cases, if the combination of individuals in the group is so laden with inadequate, abberant or unacceptable personalities that no cohesion can take place in 26 days. The aim of good group development, however,is usually achieved and leads to outcomes similar to that encountered in T-Groups where

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> good group development leads to effective and wise utilization of the resources of the group so that the achievement of consensus really does express collective wisdom. With this, the group develops a special coherence and an emotional power which gives experiences in it and learnings from it, considerable intensity and potency.[25]

The group thus provides a basis of support from which the student can face the demands, challenges, fears and anxieties of the Outward Bound course and an environment in which he can share his joy, his successes, his aspirations, his thoughts and his feelings.

The group does however require some sustenance and absorbs a certain amount of individual energy in this process. One of the key factors in effective group operation is that of interpersonal communication.

Communication within the group is of three types. The first, which we may style "contact communication" has already been referred to as an exchange of views, information and attitudes, and provides much of the inferential feedback conducive to social learning. It is the social talk inherent in all situations where people come together. The other two forms of communication have much more clearly defined purposes.

One is "organisational interaction" and the other is "personal communication."

Because groups need to work as a group to achieve many of the tasks at Outward Bound they need to communicate effectively in an organisational sense to achieve these aims.

Inherent in the programmes and procedures are a number of factors which assist in this process. For example, students are given an outline of basic considerations in presenting ideas to a group of people in one of the early "communication" sessions. Later communication sessions give students a chance to practice getting ideas together and presenting them. These sessions take the form of "talks," which the students give, as well as more informal sessions conducted by the group instructor, often on expedition.

Apart from these structured times, confidence in presenting ideas is also encouraged every time the group meets to discuss or plan. The instructor ensures that all members in the group have opportunities to represent their opinions and guides the discussion to ensure that those with less social confidence are not overwhelmed.

As an adjunct to this process, at no time, apart from on final expedition, does the school or the instructor appoint leaders. It may well transpire that the group selects leaders for different tasks from time to time, but it does this of its own volition and the instructor ensures that these leadership patterns do not become fixed.

This means of course, that group problems such as planning menus, expedition re-supply organisation, cooking meals, arranging group equipment, solving group initiative tasks and resolving group conflicts and aims, all fall onto a group that has no formal structure. Hence devising some form of effective organisational communication is a pre-requisite to resolving any of the problems or tasks the group is facing. Consequently the motivation to acquire these effective communication skills is high.

Of the many communication networks available to the group members, the two most common forms adopted at Outward Bound are the "wheel" and the "circle." In the early stages of the course students usually try to adopt the wheel network in which one person becomes leader or chairman and communications come from the other members like spokes of a wheel to the hub. This form of leadership is desirable to them because it is most secure. It is even more secure if they can lure the instructor into taking on the hub position.

As the course progresses and they realise that the instructor will not accept the hub position in decision making and group process situations; and that if any one member begins to dominate the hub position the instructor or the circumstances re-arrange the parameters or re-define the needs to preclude that occupancy becoming permanent; and as the group members come to trust each other and understand each other's resources and act towards each other more interdependently; then the wheel network usually diminishes in use and the circle network is adopted more frequently.

The circle provides for the most equal interchange of ideas by its members. It has no clear leader or chairman and relies on consensus or occasionally for one person to break the circle and dominate, for action to take place. The breaking of the circle by a temporary dominant usually does not destroy the circle which has sufficient strength to absorb such abberations and will only support the lead taken if there is some form of consensus on that lead being acceptable anyway.

Research findings [26.] support the observations commonly made at Outward Bound, that the wheel is a far more efficient arrangement than the circle. However, the wheel also provides the fewest satisfactions to its members. Circle members, although lacking a clear leader, and although often more inefficient, find their roles highly satisfying.

This satisfaction gives impetus to involvement, commitment, understanding and learning. As these are the primary aims of Outward Bound and not the particular achievements of any particular group, it would seem that the circle network of organisational communication is the most appropriate to Outward Bound's objectives.

The other major form of communication within the group is that of "personal communication." Because of the bonds of unity, the shared experiences, developing trust and supportive atmosphere, students often relate to each other and to the instructor in more personal ways than usually encountered, especially in people who have been acquainted for less than 26 days.

Some of this communication is facilitated by a number of very informal interviews or private discussions between instructor and student, usually on the first day, before and after solo, before final expedition and on the last day. For these, and inter-student personal communications, to be most valuable as a source of learning and understanding, a certain amount of self-disclosure needs to take place.

> Communication that is characterised by fear of self-disclosure is like trying to talk to someone across a room filled with pillars. (During the Outward Bound course), the participants learn how to remove some of these pillars, and, often to their amazement, the house remains standing. [27.]

In most cases this move toward self-disclosure and more honest and deeper communication will not come about unless the atmosphere in the group is perceived as non-threatening and a sense of trust has developed. The need and appropriateness of increased self disclosure and close and personal communication will of course vary greatly from student to student. However, for some students this opportunity may well be one that is unavailable to them in their normal lives and is preventing the resolution of conflicts or personal adjustment problems.

Self-disclosure is not crucial to the operation of the group although it may well enrich it and its learning potential.

These various forms of communication do however make it possible for the group to both function and sustain itself. They also lay the framework in which an individual may gain the insights and support which lead to change.

Research illustrates how group support can be instrumental in

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influencing individuals to perceive new alternatives more favourably. [28].

One of these researchers, Cartwright, draws out three key principles involved in this process. The most important two of these in the Outward Bound context are:

> 1. The more attractive the group is to its members, the greater is the influence that the group can exert on its members.
>
> 2. In attempts to change attitudes, values or beh viour, the more relevant they are to the basis of attraction to the group, the greater will be the influence that the group can exert upon them. [29].

It is important to note two aspects of this situation. Firstly, Outward Bound tries to maximise the prospects for personal development and change but consciously does little to prescribe the direction of the change. This is up to the individual, hopefully following realistic self-evaluations and clarifications of objectives. Secondly, changes in behaviours, motivations, attitudes, directions and personal philosophies are often reported and observed as outcomes of Outward Bound courses. This may well be contributed to by the influences of the group factors under discussion here. It is important to realise that the prospects for this happening seem to be often a function of,and in proportion to, the degree of identification the individual feels with the group.

The group also has particular influences on other behavioural dimensions which may lead to change in these particular areas. It is interesting for example to see the role played by the group in motivation at Outward Bound.

One of the key propositions of McClelland's Motivation Acquisition Theory is that

> Changes in motives are more likely to occur in an interpersonal atmosphere in which the individual feels warmly but honestly supported and respected by others as a person capable of guiding and directing his own future behaviour. [30].

There are many opportunities throughout an Outward Bound course for personal, autonomous action. The programme is designed to ensure that, although challenging and difficult, these actions can bring success. The influence of this situation on goal setting and motivation has already been discussed in Chapter 2, however, we can see here the potential influence of the group on these behaviours.

Just as belonging to the group, (and the support of the group usually becomes important to the individual), so withdrawal of group support can also have a strong influence on the individual, particularly on his motivation.

Jones and de Charms, studied task related behaviours of group members, and their results are an almost exact parallel of the situation found at Outward Bound. They found that

> the task-related behaviour of a group member who is performing poorly is evaluated most negatively if he is perceived to be low in motivation. By contrast, if there is only a doubt raised about his basic ability to perform the task, he is not evaluated nearly so negatively by others. [31].

Hence we find that the group also often has an active, evaluating effect on the motivation of its members. Given the possible power of the affiliation needs of the member, any threat of withdrawal or reduction of membership as a result of low motivation may well have a stimulating effect on a person of otherwise low motivation. This situation is of course,

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strengthened by the general operational philosophy which is soon adopted by students, to do everything to the best of a person's ability. This and the pervading presence of the schools motto "To Serve, To Strive and Not to Yield" would all seem to work in favour of increased motivation.

Closely aligned with motivation arising out of the group setting is that of goal setting and achievement.

A general observation may be made that the higher individual and group satisfactions and the higher the morale in a group, so the goals set and the achievements made by that group will also be higher. In many cases this may well describe the situation at Outward Bound, however, in other cases the reverse may be true. For example, if the group members are simply gaining personal satisfaction out of fulfilling affiliation needs in this nurturant and supportive group their morale may also be high but their orientations toward achievement, especially if that is likely to introduce potentially disruptive stress into the group, may be non-existent. In such a situation, group satisfaction and high morale may be counterproductive to Outward Bound's aims as they are precluding the prospects of individuals facing increased challenge, overcoming difficulties and making achievements that not only extend the limits of their capabilities but are significant learning experiences.

This danger, of relating high morale automatically to achievement is present in any group setting and the only way to resolve whether one is in fact a good indicator of the other is to look at what the group is actually achieving (as opposed to what the group may perceive as its achievements) and to look at the nature of the group itself.

Martin Hendy, in a recent study analysing Outward Bound student behaviours with the assistance of Cattell's 16 Personality Factor Inventory, found that students in the Outward Bound group recorded a large increase during the course in factor C, ego strength. A high score on this factor is described as "emotionally stable, mature, faces reality, calm." He suggests

> There are times at Outward Bound when group morale reaches great heights and conversely great depths. This is noticed by the students, and their desire to improve group morale at times may perhaps contribute to raising the C score of individuals. 32.

Hendy also points out that the large increases in ego strength he found were not unexpected considering the modus operandi of Outward Bound in throwing a series of challenges at both individuals and groups. He also notes that "in experimental group dynamics it has been shown that groups of high-average C score maintain better group morale. 33.

It would appear then that while the Outward Bound group has potential for goal setting and achievement, it is difficult to draw direct causal relationships in this area. Nature of the group, aims of the group (whether task oriented or support oriented) and the psychological make up of the members, all play their part.

However, the problem solving and decision making processes of Outward Bound courses, while at least as complex are usually more readily observable.

The decisions made by groups are both quantitatively and qualitatively different than those made by individuals. Groups are more likely to make more decisions to act. They have a security of collective effort as well as the security (sometimes false security) of a feeling of consensus. The Outward Bound group will often accept challenges and make decisions which involve higher goals than individuals, probably as a result of the"risky shift" phenomena described in Chaper 1. (i.e. where diffusion of responsibility and bravado lead to greater risks taken in corporate than in individual decisions.)

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Through the group decision making and problem solving processes, each individual is able to modify his own views through hearing those of others. In expressing his own ideas he often clarifies them for himself. The greater number of people evaluating the ideas expressed gives the individual an opportunity to be a part of, and experience, the process of evaluating ideas.

It is generally hoped that such methods will normally see the best solutions chosen, however, until a non-threatening climate is established in the group and each individual feels that his ideas will be treated with respect, many good ideas may be suppressed by individuals who feel uncertain or that their ideas may be unacceptable.

At the level of the individual, Walsh & Collins well describe the primary group at Outward Bound as representing "a social environment that promotes individual decision-making which at the same time has the support of a peer group and which takes into consideration the wishes and welfare of the group. In short, individuality within a co-operative framework." 34.

Throughout the entire programme students are impelled into situations wherein they have to solve problems and make decisions at the group or individual level. Some are as personal as deciding to make that act of commitment involved in jumping off a flying fox, or stepping over a cliff on a first abseil, while others are a group consensus oriented as planning out a group menu for the next 20 days. The intensity, range and situations are varied as much as possible to give students as much experience of solving problems and making decisions in as many ways as possible. In almost all cases any structures developed for easing these processes must be developed by the student or the group so that this process, too, becomes part of the learning experience.

The majority of students who come to Outward Bound are inclined favourably towards the experience and have expectations of positive outcomes. However, a large proportion arrive either not knowing much about what is likely to happen during the next 26 days, or feeling at best negative or at worst antagonistic about their attendance.

In these cases it is almost invariably with the group that these negative or antagonistic reactions appear and are attempted to be overcome. The behaviours soon evidenced by these people include; refusing to take the initiative, i.e. reacting to stimuli but not initiating contributions; cynicism, which prohibits or restricts his interaction in the group and may even inhibit the fledgling group's interaction; silence, withdrawal and provocation by extreme passivity; destructive humour, often loud and disruptive of attempts at getting initial group processes underway; and rationalizations of an almost infinite variety ranging from declarations that the situation is too contrived, or he was misled or that he's done it all before and so it's inappropriate.

As most of the students have positive orientations the group often takes on a "healing" quality even before it has had an opportunity to develop these qualities in the normal course of events. Indeed an antagonistic member at the start of the course often becomes part of the adversity to be overcome and so the group will more quickly develop even "greater unity" in the face of "greater (internal) adversity."

The resolution of this particular problem is assisted very greatly by the group which readily accepts the expectations of the school that people should try at everything. However, they also adopt the expectation of the school that every person deserves consideration as an individual and so an alienated person or someone who wishes to pull out of the course is generally viewed as a person whose needs require understanding and consideration. It is this nurturant approach by the group which assists most of these people to find meaning, relevance and satisfaction from their involvement in Outward Bound.

It may well be expected that the very rigorous physical, psychological,

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social and emotional demands of an Outward Bound course would lead many students to discontinue, and not complete the 26 days. The fact that there is no screening of students on fitness or experience or motivation or background or any other normal variable would seem to increase this prospect. However, since the re-establishment of Outward Bound in 1973 and by 1977 with over 2,500 standard course students having gone through 26 day programmes in that time, not one man, and only 3 women have withdrawn from the course (apart from a very small number for medical reasons.) This phenomenon is in part due to the effectiveness of the Outward Bound group's supportive influence.

Competition and Co-operation.

It is unfortunate that for so long the easy road to motivation was thought to be competition. This was as much so in Outward Bound in its early years as with most other educational organisations.

However in modern Outward Bound schools, group competitions,races, competitive games etc. have no place. This is not because of a denigration of competition, so much as a recognition of its irrelevance in the process of achieving Outward Bound objectives.

There is no doubt that for certain people, competition may be important in motivating the acquisition of such things as intellectual skills and knowledge or athletic skills and prowess, and has even been related to facilitation of increases in tested I.Q. [35.] However, as desirable as they may be, none of these aims are amongst the primary aims of Outward Bound.

In a very important sense, competition has a vital part in Outward Bound processes. However, it is the internal competition of the individual with himself, trying to achieve greater personal goals, trying to come to an understanding of self, and trying to understand and relate to other people in more effective ways, which form the basis of a competition between where the individual's standards have been, and where he wants them to be. Inherent in this process are struggle and conflict.

A certain degree of struggle and conflict is necessary to the life of any person, otherwise stagnation will ensue. Indeed as long as the conflicts encountered and the struggles engaged in are of a constructive kind (as at Outward Bound), then they have many useful, if not vital, functions in the life of any person. For example, they stimulate curiosity and interest and problem solving and they are the basis of much personal, organisational and social change. They also form part of the process of testing and assessing oneself,and consequently may be enjoyable as the pleasure of the full and active use of one's resources is experienced.

These aspects of conflict are often readily recognised, however, they are all too often confused with competition. In the Outward Bound setting, these same values are achieved, not through competition but through co-operation, which diminishes none of the positive effects, but adds to the social educational contributions of conflict.

Research results [36.] affirm that if the context is predominantly co-operative, individuals will tend to recognise the legitimacy of each other's attitudes and interests and search for solutions that are responsive to their respective needs. They will usually attempt to influence each other through persuasion and will channel their energies towards enhancing mutual goal achievement. Hence co-operative relationships lead to a trusting, friendly attitude toward others and increases a person's willingness to respond helpfully to the other's needs and requests. It is for these general reasons that co-operative themes rather than competitive themes are seen as most relevant to Outward Bound.

The opportunities for such co-operative themes to be both practiced and analysed are provided throughout the course by programmed activities such as expeditions, group initiative tasks, organisational responsibilities, and group sessions and discussions. The lack of defined leaders and de-

velopment of co-operative interdependencies also contributes to both the achievement and satisfaction of the group and to the personal development and understanding of the individual members.

It is a not uncommon desire by students who come to Outward Bound, well socialised into interpreting in competitive ways, to try to introduce an element of competition into the programme. This is seen in activities such as the cross country runs and exercise programmes at the individual level, and group initiative tasks or final expedition at the group level. In order to break down such irrelevant impositions of the competitive ethos, the activities are carried out in such a way as to reduce competitive comparisons. For example, cross country "results" are not published, each person is simply given his time, for his own information, and at exercises, the instructor is careful to emphasise that each person is striving for his own limit and comparisons of the number of push-ups or squats or whatever, with another person, are irrelevant. Similarly, in the group initiative tasks, although times are taken for the group getting over the beam or the electric fence or the wall, these times are only used by the group to establish standards which they then set out to beat. In this way they co-operate with each other in pursuit of winning a competition with themselves.

It is this tone of non-exploiting, uncompetitive co-operation which pervades the social and organisational atmosphere on an Outward Bound course which assists in the achievement of so many of Outward Bound's social education aims.

Autonomy.

Amongst the older supporters (and even some of the not so old supporters) of Outward Bound, you will often hear suggestions that Outward Bound is effective because it "teaches discipline." These supporters are members of the "It's good for them" Brigade. There is no doubt that discipline plays an important part in Outward Bound, but it is a particular kind of discipline. It is a discipline based on the adoption of very real responsibility by each individual, for his own actions, his own successes and failures, for his own welfare and the welfare of others around him.

In order for this responsibility to be real, the students must not only feel, but in many cases, actually carry the authority for their own actions. It is in this sphere that the encounter of students at Outward Bound with the wilderness, with weather, fatigue, group conflict, organisational strains, navigation and decision making on expeditions (and particularly the long final expedition which is unaccompanied by staff), has so many advantages.

These situations are real, and although they are carried out under a general safety network umbrella, even most of these safety network features are not permitted to come into the conscious awareness of students. Hence there are no check points manned by instructors on final expedition, there are no radios or flares, instead the individual students and the group as a whole, are forced into their own resources, they are confronted by real responsibilities and real situations.

As early as 1958, Carpenter, a postgraduate research student at Oxford, carried out a questionnaire and interview study and concluded that one of the major advantages of attending an Outward Bound course was "an increase in the ability to face and overcome problems and difficult situations." [37] These findings, supported by others since, are indicative of what is at the core of Outward Bound discipline: taking true responsibility for self.

This is a phenomenon not readily available in the world outside Outward Bound. The formula is remarkably simple: Outward Bound carefully devises a programme which is challenging, demanding, stretching, but possible. It impels its students into these situations, having given them certain basic skills, and demands that they take responsibility and they make the decision.

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It demands that they accept the failures, but more importantly they also claim the successes entirely as their own.

It is this consideration of the individual as a responsible, autonomous, capable person, and then giving him the chance to prove it to himself that is at the core of the Outward Bound experience.

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Chapter 4.

Growth and Change of Self Through Outward Bound.

> "In his book comparing Behaviourism and Humanism, Matson points out that for behaviourists 'the claims of humanist psychology seem little more than the projective fantasies of undisciplined romantics who prefer seances to science and ecstasy over education'. Conversely psychological humanists reject the idea that 'the ultimate answers to the mystery of being and the quest for a better society are to be found in schedules of reinforcement and programs of operant conditioning rather than in the troubled hearts and wills of free men'. (1)

Although the principles and approaches of Outward Bound subscribe to no particular philosophic view, but draw from all, there is no doubt that the stress on the individual and the hope for the future of the person inherent in Outward Bound ideals draws Outward Bound towards the humanist position.

H.E. Stanton explains that the attention of humanist psychologists is focused

> "on the development of methods directed towards helping the individual act in more positive, meaningful ways with himself and others. The ultimate aim is seen as the attainment of self-actualisation, defined as the process of becoming whatever one is capable of becoming through one's own efforts. In this view, to actualise oneself is to develop one's own potentialities. Emphasis, therefore, is placed upon the experiencing person." (2)

This framework clearly suits much of what is observed taking place during an Outward Bound course and gives location to many of the procedures and practices of Outward Bound programmes. It centres on the internal approach to the education of the person, that is it centres on the concept of self.

This does not, however, mean that behaviour modification has no part to play in Outward Bound's educative processes. The self concept of an individual is not static, it is open to both development and change. There is even some evidence that "the self can be deliberately produced by suitable teaching methods." (3)

This notion of "deliberate production" of self would receive little support in Outward Bound circles, however, to deny that environmental influences, experiences, and specifically designed growth and learning programmes have nothing to contribute to the creation of a concept of self would be to reject the possibility of Outward Bound having any potential role in this process.

The observations of so many tens of thousands of students throughout the world who have completed Outward Bound courses clearly support the influence that Outward Bound has on the individual's concept of Self. These observations have also gained increasing support, especially since the mid 1960's from a growing body of research in this area.

There have been a number of investigations into Outward Bound which have either centred on the effect on self-concept or at least looked at it in some way.

In 1966, for example, Richards (4) studied 90 male students at the Colorado Outward Bound School and concluded that a great majority of the young men on the course substantially strengthened their self-images. In the following year Edward and Miriam Clifford also studied students at Colorado and concluded that as a result of the Outward Bound experience "dramatic and significant changes took place in the self-concept itself and overall, the self was viewed more positively." (5)

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At about the same time, Betty Strutt (6) was studying British Outward Bound. She investigated the effects of women's Outward Bound courses and found that girls who had completed a course were more stable, and had clearer self-images.

These earlier studies all gave indications that Outward Bound had great potential for influencing the self-concepts of its students (with all the ramifications that holds). They also led the way to further research in this area.

In 1972 for example, Koepke (7) again at the Colorado Outward Bound School, looked at the effects of participation on self-concept and both the male and female students viewed themselves more positively and gained greater clarity in their self-concepts. Although a disproportionate number of investigations have been carried out at the Colorado Outward Bound School very similar results have been found at many other Outward Bound Schools.

Recent research from the United States has come from a number of Outward Bound Schools there. A 1972 study by Whetmore (8) looked at the effects of Outward Bound on the self-concepts of 219 boys who had attended the Hurricane Island Outward Bound School and concluded that positive changes in self-concept occurred during the course. In 1975, Nye (9), using the same Tennessee Self-concept scale used by Whetmore, studied 82 male and female students at the North Carolina Outward Bound School. He found significant increases in nine of the ten self-concept measuring scales and a three month follow-up yielded comparable results. In the same year, Hendy investigated various outcomes from the North West Outward Bound School courses. A number of the variables he studied gave indications of effects on self-concepts. One of the dimensions he found improved was that of "self-assuredness". He concluded that as a result of the Outward Bound experience "They know better who they are and have more idea of what they can and cannot do. This is a very comfortable feeling for a late adolescent. So many of his peers are still searching for this information, very unsure of themselves." (10)

The Outward Bound process has been studied not only in its standard course form but also in its specialised and adaptive course forms. Here too the results suggest that self-concept outcomes are significant. In a 1969 evaluation of the Outward Bound Teachers' Practicum Hawkes (et al) (11) concluded that many teachers' self-images and professional images changed as a result of the Outward Bound programme's influence.

Various programmes either conducted by Outward Bound directly, set up as an adaptive programme, or inspired by Outward Bound have also been investigated. One such Outward Bound inspired programme, the Wasson Experiential Education Seminar was a semester-long programme evaluated in 1974 by Morris and Hart (12). They concluded that more positive self-concepts were developed, self-awareness was increased and students felt more responsible for their own actions. There are many studies related to Outward Bound programmes with schools which support these general findings. However Outward Bound would also appear to have a great deal to offer in the area of self-concept to people with special needs.

Schroeder and Lee (13) for example evaluated 40 non-achieving high school students following Outward Bound participation and found their self-images had become significantly more positive and that this led to many desirable behavioural outcomes. In the school guidance setting Lovett (14) studied 78 high school students who participated in Outward Bound and concluded that they became more confident in decision-making and gained a more positive self-concept.

These are only some of the results currently being found in support of the conclusion that Outward Bound can be a meaningful experience to a student in a manner which is likely to have particular effects on his self-image and his understanding and awareness of self, i.e., his self-concept.

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The obvious question which arises concerns how Outward Bound is able to achieve these results. In order to analyse this process some understanding of the concept of self is needed.

The Development of the Concept of Self and Outward Bound.

The role of the body has long been considered by theorists such as Freud as the basis from which a person's "ego" or "self" is developed. However the broader theories of self tend to emphasise the role of social interaction in the development of self. Hence discussion of the physical self-concept has been left until later in this chapter and attention given here to coming to some understanding of the concept of self from a social psychological position.

A basic framework for pursuit of this understanding has been provided by George Herbert Mead. 15 According to Mead, the self is a set of attitudes or beliefs that an individual comes to hold toward himself. It is not there at birth because at that time the person has no information about himself. However as other people react to him as an object, the individual learns to think of himself as a social object and comes to hold attitudes about himself. He also tends to respond to himself as others respond to him. As he encounters different people, some older, some younger, some friendly, some not, some in authority, some helpful; so his views of himself and attitudes to self become more complex.

By the time a person has reached the age of a standard Outward Bound course (17 years) he has not only developed such attitudes to himself but has generally also reached an age at which his cognitive development, his conceptualising ability, can cope with the prospect of evaluating the processes he finds effecting him rather than just re-acting to them. The individual by this age possesses a "self" which makes of him something of a society in miniature.

The individual is then able to engage in interaction with himself. In the course of this interaction it is possible for him to view himself in a new way, thereby bringing about changes in himself. This means the person is able to have an inner experience which may not reach overt expression. Hence once a concept of self is established the individual is able to direct and control or change his behaviour.

Under these conditions an Outward Bound course, with close social relationships, real and immediate feedback, richness of behaviour models and responses, situations which test and challenge the self, and opportunities such as quiet hours, three-day solos and solitary marathon runs, can clearly be seen as having great potential effect on the concept of self held by any individual participant.

Outward Bound provides a unique environment in which the individual must interact, as it is difficult to stay passive within an Outward Bound programme. Hence the student finds himself not only receiving information from the Outward Bound environment but also acting on it and then getting new feedback. This situation is the same "symbolic interaction" which takes place in the broader society except that at Outward Bound the feedback is more real, meaningful, relevant, less threatening and the circumstances are carefully designed to maximise the effectiveness of this interaction.

One of the most important of these symbolic interactions is that between the subjective "I" of the individual and the objective "me". Much of the experience the student gains at Outward Bound is conducive to him stepping out of his own thoughts, feelings and the reactions of "I" and looking back at himself as an object, the "me". Solo, group sessions, challenges and close interpersonal contacts all maximise the prospects of this internal interaction taking place. It is this interaction which then forms the basis of new awareness, redefined concepts of self and new behaviours.

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One of the most unfortunate aspects of 20th century life is that although education is more advanced, stimulation more intensely available and communication media more effective, the real opportunities for discovery, evaluation and development of an adequate self seem so often to allude modern man.

It may well be the inability to achieve this natural goal of acquiring an adequate self that leads to so much dissatisfaction and personal restlessness in today's society. Combs and Snygg saw the need for an adequate self as a basic human need. They suggested that:

> From birth to death the maintenance of the phenomenal self is the most pressing, the most crucial, if not the only task of existence. A changing world requires changes in the organisation of self if it is to be maintained. Because we are aware of the future and must maintain ourselves, in the future as well as in the present, it is necessary to enhance the self against the exigencies of tomorrow. The self, therefore has to be maintained in the future, built up and enhanced so that the individual feels secure for tomorrow.
>
> Thus man seeks not merely the maintenance of a self but the development of an adequate self - a self capable of dealing effectively and efficiently with the exigencies of life, both now and in the future. Man seeks to both maintain and enhance his perceived self 16.

If this view is correct we see people, and particularly late adolescent and early adult people, engaged in attempts to fulfill the fundamental need to acquire an adequate self. The key to fulfilling this need is the perception of self achieved by the individual.

What the particular qualities of a "real self" are, is something that cannot be definitely known as any concept of self can only be understood through that person's perceptions.

It is fundamental to the nature of man that his perceptions are selective, i.e. they are determined both by what are relevant to his needs and are relevant to his self-concept. Although this is essentially satisfying and conducive to maintaining personal organisation and satisfying the need for ego-consistency, it is also very restricting and limiting to growth.

Prescott Lecky suggests that this need for self consistency is one of the basic human needs. He suggests that:

> Immersed in an environment which he does not and cannot understand, the individual is forced to create a substitute world which he can understand and have faith in. He acts in consistency with this conception, derives his standards of value from it, and undertakes to alter it only when convinced by further experience that it fails to serve the goal of unity. Since this self-made scheme of life is his only guarantee of security, its preservation soon becomes a goal in itself. He seeks the type of experience which confirms and supports the unified attitude. 17

If Locky's views may be taken as a guide there would appear to be three very major contributions Outward Bound can make to the individual's self perceptions. The first is that Outward Bound, through its programme design, its isolation from everyday life, its supportive peer influences and philosophic ethos, impels its students into a vast range of new and demanding experiences. These experiences are often not those which the participant would have chosen to engage in in his everyday life. Although the person is still free to develop his own perceptions of these experiences at least Outward Bound has provided opportunities for new experiences to be encountered, and broken the pre-selective nature of experiences controlled by self perceptions.

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The second impact of engaging in the Outward Bound experience is a corollary to the first. By engaging in intensive social experiences and very challenging activities the student is so constantly confronted with realities about his own behaviours, about his reactions to other people and their's to him, and the feedback he gets on himself is so strongand real, that self-conceptions and the unified self organisations based on them are either confirmed or challenged. If they are confirmed a great sense of stability and satisfaction is created which almost invariably releases energy for further growth inspired by the confidence of having a re-affirmed base. If the unified self-organisation receives feedback suggesting that it is inappropriately conceived, then according to Leckey and others these experiences will be limited in the future or rearranged in the perception of them in order to accord with that person's self-concept consistency.

However this process is much more difficult at Outward Bound for three reasons.

a) There is little escape from these experiences as they are all pervading life experiences and there are too many positive influences working to keep a person on the course and so these experiences (with their feedback) must continue unabated for 26 days.

b) There is little escape from them within the course as most of these protective devices such as status symbols, mind defenses like television, films or books and other well proven personal security enclaves are unavailable during an Outward Bound course and the individual stands more psychologically and socially naked.

c) The intensity and real necessity of the social,psychological and physical interaction is ever present. Although it is generally supportive, feedback is nevertheless more direct, open and honest than that received in normal society by one's peers or the society at large. Similarly the feedback received by self through facing very real trials and difficulties is also more honest and direct and so more likely to be received directly as information on a person's unified self-concept than weaker inputs which are more susceptible to the influence of over heavily biased self perception dominated interpretations.

The third major impact of the Outward Bound experience is an adjunct to the first two. Having impelled the student into new experiences and having maximised the opportunities for him to receive feedback from these experiences directly rather than through a seive of self interpretations, the Outward Bound programme has built into it many opportunities for the student to act on and possibly confirm these new self perceptions. In this area, the three day solo, the quiet hours, the group sessions and debriefings all afford opportunities for reflection on one's self, while the final expedition, marathon, rock-climbing and other activities all afford opportunities to test out new self-conceptions.

If all of these influences are able to work then the possibilities for individual change and growth are very considerable. If we see human beings as being continually and almost insatiably engaged in a quest for an adequate self and if we accept that this fundamental need leads to a person's self perceptions having an important behaviour determining role then the outcome of an Outward Bound course can very well include not only a new concept and understanding of self for the individual, but also manifest new life styles, new values and new behaviours. As even the individual's levels of aspiration are a function of the kinds of self-concepts he holds it is not unreasonable to assume that these, too, will be affected.

This nexus between self-concept and future attitudes and actions is a powerful one. One of McClelland's major propositions for achievement

motivation, for example, states that: "The more an individual can perceive and experience the newly conceptualized motive as an improvement in the self-image, the more the motive is likely to influence his future thoughts and actions." (18)

This would suggest that although a self-fulfilling prophecy is possible in which inadequate self-concept leads to behaviours which lead to feedback interpreted as supportive of inadequacy , hence strengthening that self-concept, there are nevertheless, ways of reversing the direction of this prophecy and developing it in a positive direction.

The emphasis at Outward Bound in providing increasingly demanding and challenging experiences which are success-oriented leads to new behaviours, new motives and new self-images which as McClelland suggests have influence on further thoughts and actions. This encouragement of a positive self-fulfilling prophecy stimulated by increasingly positive self-image has impact not only on standard Outward Bound Course students aged 17-25 but for adult courses (over 30) and even for Pack and Paddle courses (ages 12-16) and schools programmes. Considerable research in this area (19) supports the notion that carefully conceived and implemented programmes have considerable potential influence on an individual's self-image and that the total self-concept of a person has a pervading influence on all aspects of attitude, value, aspiration and behaviours. It also suggests that once this process has begun it tends to become a self-fulfilling prophecy which increases the prospects of the individual developing feelings of adequacy, satisfaction, achievement and self-fulfillment.

It is just such a carefully conceived and implemented programme that Outward Bound attempts to provide.The observations, subjective reports and research results seem to be increasingly suggestive of Outward Bound being effective in this area of self-concept development and personal growth.

Self Esteem and Self Confidence

Throughout this analysis of the impact of Outward Bound on the individual's concept of self, one of the most important influences is that of the effect of an Outward Bound programme on the individual's self esteem and the confidence to act which springs from this base.

Abraham Maslow's (20) hierarchy of needs lists the need for esteem as one of the six fundamental needs necessary for the proper functioning of the human being. Satisfaction of the esteem need is accompanied by feelings of confidence, worth and usefulness. The thwarting of these needs produces feelings of inferiority, weakness or helplessness.

If we see self esteem as the positive component of the total self concept the impact on the individual of not engaging successfully in esteem-accumulating experiences can be seen immediately.

Through participating in an Outward Bound programme each individual is faced with problems, difficulties and challenges that often appear impossible. However, all parts of the programme are attuned to the individual's real ability level and not beyond it, hence, every student has the opportunity to succeed despite the perceived difficulty.

In everyday life, the pursuit of ease, convenience and stability all too frequently robs the individual of possibilities for engaging in activities which bring feelings of achievement, of success and of self esteem. It is easy to buy pre-packed frozen fish, it is uncomfortable, maybe wet and cold, and maybe frustrating to go fishing oneself - but wherein lies the greatest satisfaction, the greatest

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feeling of worth and accomplishment. Also, oddly enough, which fish just happens to "taste" the better, the convenient store-purchased fish or the hand won fish out of the river?

It is fundamental grappling with real, difficult and demanding situations that brings so much satisfaction to students at Outward Bound. Subjective evaluations of the effectiveness of programmes such as Outward Bound are increasingly being supported by research findings.

For example in a research study evaluating the effects of Outward Bound at Colorado in 1975 by Smith (et al) the conclusion was reached that there was "evidence to support the conclusion that Outward Bound affects the participant's level of self-esteem".(21)

A semester long programme following Outward Bound principles at Lincoln Sudbury High School in Massachusetts was assessed by three programme staff members (22). Among their major findings is the statement

> "if there is one consistent theme that runs throughout the evaluations it is that the majority of these students acquired a more positive, self-confident image of themselves." (23)

A number of studies in the more specific area of raising esteem levels of low esteem students have produced similar results. For example, Thorstenson and Heap (24) evaluated an Outdoor Survival course at Brigham Young University for students including academic underachievers, drug users and delinquents. They found their results revealed a positive change in the overall level of self esteem at significantly high levels.

Stimpson and Pedersen (25) in a similar way, evaluated a three week survival training experience on high school students and also found that one of the most significant outcomes was a substantial increase in self esteem.

It would seem then that Outward Bound and adaptive programmes have considerable promise in therapeutic sense in areas where secondary problems are the result of, or influenced by poor self esteem.

Donald Edgar discusses the importance of self esteem in the process of motivating"working-class children" in the following way.

> "What is important for the educator is to realise that the 'working-class child' is motivated in the same way as any other child, to explore his environment, gain control over it and develop a sense of mastery or competence over his world. If the school environment is <u>appropriate</u> (in terms of providing a graduated series of experiences which will supply the child with a measure of personal success on tasks for which he is ready) and <u>accepting</u> (in terms of approving what the child can do, rather than arousing anxieties over non-coping behaviour), then every child should be able to develop a sense of autonomy, self-esteem and competence, now so much the prerogative of the middle-class child." (26)

The Outward Bound approach to education in all forms, emphasises the role of the student as an explorer of his environment, and encourages self responsibility and control of behaviours by the student himself. It does not set absolute standards but encourages each student to do <u>his</u> best. The atmosphere is supportive and accepting. Consequently Outward Bound would seem to be fulfilling those conditions which Edgar described as being conducive to both working and middle class children developing "a sense of autonomy, self-esteem and competence."

The most pleasing aspect of this situation is that it emphasises the relevance of Outward Bound to everyone and not to an elitist group being

prepared to lead the community in the future. (A misconception from which Outward Bound occasionally suffers.)

The potential effectiveness of Outward Bound in contributing to the future prospects of young people is illustrated by the results of the comprehensive study by Morris Rosenberg in 1965. (27) He found that high self esteem students were three and a half times more likely to have very stable self images than those with low. High esteem adolescents were generally more optimistic about their personal characteristics and future success, were confident socially and in their ability to attain their goals. It would seem from these results that programmes such as those provided by Outward Bound which enhance self-esteem, have a potentially valuable role to play in the development of an individual of low self-esteem.

Another significant result found by Rosenberg was that while both high and low esteem subjects had similar vocational aspirations, those with low esteem had little confidence in achieving them. If these results are coupled with the idea of self-concept consistency described earlier in which it was suggested that a person strives to behave in ways consistent with his self attitudes, then the effect of a poor self image on aspirations and achievements can be seen to compound.

This condition compounds further in the social sphere as there is little doubt that people prefer social interactions with others who sustain self-esteem. This of course then becomes a limiting factor on the variety and type of social intercourse of any individual.

It is here, that by thrusting the student intensively into interaction with people from a very broad range of social, educational, geographic and experience backgrounds, Outward Bound can provide a totally different environment. An environment in which status positions outside of Outward Bound count for little and people are reacted to in the light of themselves as people and not in the light of their aspirations or status accoutrements.

In all of this discussion of the potential of Outward Bound to effect self-image the key notion is that of reality of feedback. Generally, up to this point discussion has centred on the idea of enhancing self-image, however, equally important is the process of clarifying self-image, and this may mean re-establishing a new self-image that admits more negative factors than previously.

Coopersmith's 1968 "Studies in Self-Esteem" (28) found not simply that high self-esteem boys set markedly higher levels of aspiration for themselves and lower esteem boys set lower goals and had lower achievements but more significantly, he also found that superior ability, in athletics or academics, does not in itself bolster self-esteem. Instead he found that often, the more able are liable to set very high standards and to be more conscious of failure to reach them, even though their actual achievement may be well beyond the average. Consequently the need in these cases is for real feedback on ability and a re-assessment of self-images. In some cases this may lead to a more realistic lowering of aspirations according to newly perceived ability levels. It also may well lead to maintained or increased levels of aspiration but attract a more confident pursuit of them, stemming from a more realistically assessed self-concept of abilities and consequently a firmer base for action. (It is in this way that Outward Bound may be particularly relevant even to the high ability person - who often the focal point of another misconception about Outward Bound, i.e. that it has less to offer people of high ability).

In almost every case where adequate self-images are established, self-confidence is increased. From the earliest research into Outward Bound, increased self-confidence has been found. In an early, 1958, study, Carpenter found a "great increase in self-confidence" (29) of

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students who had completed Outward Bound courses in Britain. A later study, also of British schools, by Fletcher, found that "86% of students believed they had increased in self confidence during the course and 70% of sponsors reported observing a marked change in them." (30)

This increased self-confidence obviously has many applications and is clearly a significant influence in later behaviours and attitudes of the individual. The confidence gained at Outward Bound is likely to be a stronger and longer lasting self-confidence as a result of its birth from a re-assessed and firmer self-image. Hence it is also more likely to be a more broadly based self-confidence.

Richard Lovett in looking at Outward Bound from the point of view of a guidance counsellor surveyed both the counseling literature and Outward Bound studies and constructed a study with the experimental group participating in an Outward Bound programme designed to assess its counseling prospects. He concluded that

> "students who have participated in Outward Bound seem to be more positively aware of self, more confident in decision making and more confident in interactions with others than those who have not participated in Outward Bound." (31)

This increase in both self-esteem and confidence, noted so broadly in students having completed an Outward Bound course may well find strength from the students having experienced "psychological success." (32) The Outward Bound environment and programming would seem to be very well designed to induce psychological success.

> "An individual seeking psychological success needs a situation in which he can experience a significant degree of
> 1) self-responsibility and self-control in order to define his goals,
> 2) commitment to persevere to achieve his goals,
> 3) productiveness and work - to achieve his goals, and
> 4) the utilization of his more important resources - in order that the accomplishment of his goals seems like a challenging but realistic level of aspiration." (33)

Experiencing psychological success has an important effect on how a person feels about himself and with such an impact on self esteem comes the confidence to step outside limits previously established by the individual on his behaviours and aspirations. Once this process is activated in an individual it tends to have a self-perpetuating quality of satisfaction and personal motivation which is basic to the individual coming closer to realizing his potential (i.e. of self-actualizing).

Self-actualization

Frequently throughout this paper the term "self-actualization" has and will be used. Self-actualization is a concept central to the aims and processes of Outward Bound and so some pause is given here to a brief discussion of the process and its relevance to Outward Bound.

Outward Bound courses involve activities such as rock-climbing, expeditioning, canoeing and caving and so are often open to interpretation as being activities or advanture camps. It is often thought that learning new skills and techniques in these adventure sports is a primary aim, if not the primary aim of Outward Bound. The person who holds this view may well find it surprising to be told that such activities are seen by the Australian Outward Bound School simply as a means to an end,

(i.e. the optimum personal development of the individual student.) Describing just how Outward Bound uses such activities to achieve its purposes has always been difficult.

In 1972, Davis [34] made a significant breakthrough contribution to this process by analysing some of the effects of rock-climbing. He looked specifically at the experience of fear during an Outward Bound rock-climbing session. He concluded that overcoming the fear involved in rock-climbing resulted in greater self-awareness and self-confidence. He further suggested from his results that where fear was transformed into enthusiasm there was a fundamental stimulus not only in self-awareness but in self-actualization as well.

Self-actualization has variously been defined. Each definition variation gives it a slightly different relevance emphasis in Outward Bound terms. For example Klausmeier and Ripple describe the need for self-actualization as "the need to be or become the person one can be, that is, the tendency for the individual to become in actuality what he is potentially." [35] This description seems to emphasise two important Outward Bound philosophies. Firstly that during an Outward Bound course each student is only asked to do anything to the best of his ability, there is no standard set for everyone, no pass or fail, and no competition other than that between what the student is doing and what he can do. Secondly that the fundamental Outward Bound approach is through dynamic real experience so that fulfillment of potential comes through actual involvement complete with all processes of assessment of aims, action, feedback, testing of resolutions, re-assessment of aspirations and abilities and achievement.

Stanton's summary description of self-actualization "as the process of becoming whatever one is capable of becoming through one's own efforts" [36] points up the important feature of Outward Bound as a process of self-discovery as a result of personal encounters with growth experiences and illustrates the emphasis at Outward Bound on the individual's learning process rather than Outward Bound's teaching process.

This particular field of study is especially indebted to Abraham Maslow who originally borrowed the term self-actualization from Goldstein (1940) [37] and has worked on the concept at great depth.

In 1968 he re-defined many aspects of self-actualization which highlight some important features for Outward Bound. He writes:

> Self-actualization is not a static, unreal, 'perfect' state in which all human problems are transcended and in which people 'live happily forever after'.
>
> Self-actualization is a development of personality which frees the person from the deficiency problems of youth, and from the neurotic, or infantile or fantasy, or unnecessary, or unreal problems of life, so that he is able to face, endure and grapple with the 'real'problems of life (the intrinsically and ultimately human problems, the unavoidable, the 'existential' problems to which there is no perfect solution). That is, it is not an absence of problems but a moving from transitional or unreal problems to real problems. [38]

This definition reflects on the basic data handled by students on Outward Bound courses. Students don't gain deep knowledge of diet and menus and provisioning but they do learn about how to co-ordinate 12 disparate strangers into a decision making group that can effectively plan the supplies and logistics for their own re-supplies during an ensuing 21 day expedition. Students do not become skilled rock climbers or white water canoeists but they do overcome fear, engage in determined struggles to overcome difficulties, and learn that perseverance and

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application can often make the seemingly impossible, possible. Hence Outward Bound impells students into experiences that are real life, and relevant experiences in social interaction, understanding of self and location of self in the world. The outer form of the experiences, the rock-climbing, the canoeing, the expeditions, are only the media through which students come to have their intensified encounters with real life problems and experiences.

The "place apart" quality of the Outward Bound environment increases the impact and likelihood of this learning taking place as it removes students temporarily (but for a significantly long time of 26 days) from their everyday situations in which the "unreal problems of life", or fantasy defences, and other dislocating over-reactions or mishandling of petty everyday problems are overwhelming or demand too much attention and energy.

Fundamental to any hierarchy of human needs is the notion that lower order or basic needs such as sustenance, shelter and security must be satisfied before there is a likelihood of higher order needs such as self-actualization and understanding of self being satisfied. Consequently the "place apart" provided by Outward Bound releases more of the positive growth energies of the individual into more productive areas than being consumed in fighting to exist in a confusing or alienating or uncertain world. The odd feature of this situation is that although the Outward Bound environment is in many ways more demanding, challenging, bewildering and maybe (superficially) threatening than most people's everyday lives, it is in fact rather less so. At Outward Bound there is actually considerable security. The philosophy is demanding - to do one's best - but it is also clearly defined. The future 26 days is the source of apprehension - long expeditions, dark caves, high mountains - all to come - but at the same time it is both locatable in time and can be entered with reasonable certainty that within an almost definable range the outcomes are predictable (e.g. survival is likely, certain achievements within predictable times are likely, and the end of the course is certain).

This view of Outward Bound fits easily with the "force for growth" model of human motivation and development espoused by Maslow and others such as Carl Rogers.[39] Rogers, in particular takes the view that under appropriate conditions and given the opportunity, man has within himself a force for personal growth which will find expression. Rogers has, of course, pursued the aim of providing such opportunities through various forms of client-centred, laboratory training type procedures. The parallels between Outward Bound and many of the features of T-Groups has already been discussed at length and seems to support the idea that Outward Bound may have a significant part to play in the stimulation or further development of a process of self-actualization in the student.

There is some evidence to suggest that where opportunities for the individual to express his or her growth force (i.e. self-actualise) have been particularly curtailed in everyday life then Outward Bound may have a more specific impact. For example, Vander Wilt and Klocke[40] in 1971 studied the "Self-actualization of Females in an Experimental Orientation Programme" at the Minesotta Outward Bound School. Their results indicated that the Outward Bound experience contributed significantly to the self-actualization of the female participants. There were clear sex differences in the results which may support the notion that this was more of a new opportunity for independence and opportunity for release of growth energies for the women than for the men because of the restrictive nature of our society and its expectations of women.

Another point in Maslow's definition of self-actualization is the emphasis on the transitional and non-terminal quality of real self-actualization. He stresses this point further when he writes:

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> We may define it as an episode, or a spurt in which the powers of the person come together in a parricularly efficient and intensely enjoyable way, and in which he is more integrated and less split, more open to experience, more fully functioning, and more independent of his lower needs. He becomes in these episodes more truly himself, more perfectly actualizing his potentialities, closer to the core of his being, more fully human.
>
> What seems to distinguish 'self-actualizing people' is that in them, these episodes seem to come far more frequently, and intensely and perfectly than in average people. [41]

Throughout and particularly at the conclusion of Outward Bound courses students may be seen to be in what could be called "self-actualized states". This often leads to some unfortunate interpretations. Often students, who may find such a state difficult to duplicate in everyday life long to repeat it through Outward Bound as they haven't found another avenue. It also leads many students and people connected with them to believe that Outward Bound can perform miracles - which of course it can't - depsite the fact that frequently, changes, new behaviours and attitudes and general outcomes are little short of miraculous. (Indeed it is the fascination of these results probably more that anything else that has led to the enormous expansion of OutwardBound throughout the world and in attempts to research, to analyse, and to understand the processes and the outcomes.)

Another unfortunate interpretation is that which imposes expectations on Outward Bound to effect positive, observable, life-long changes in its students. Often this does in fact happen - but it is not an automatic result (an analysis of the transfer effects of Outward Bound will be given in the next chapter). Maslow makes it clear that such an experience as Outward Bound provides can be important in stimulating and developing self-actualization, but that it is incorrect to think that the process of self-actualization is a permanent, on-going process. It is incorrect to think that Outward Bound can start a process that will run continuously like an electric motor once the on button is pressed and the current is allowed to flow. At best the process is like an internal combustion engine, it fires at intervals, needs fuel, and the quality and quantity of the fuel and the frequency and regularity of its firing determine how well the engine runs.

Outward Bound attempts to fill the gas tank and send the student from the course not only with that tank full but also with the first-hand experience of knowing that the greater the frequency and regularity of the firings the more efficient, powerful, achieving and satisfying is the engine. Such an engine is more free from the need for attention, repairs and constant tuning.

A human parallel to this mechanical metaphor is the concept of "adequate personality" described by Combs and Snygg. It is the maximising of the potential of such an "adequate personality" being developed by each individual that is the over-riding objective of Outward Bound.

> Adequate persons often seem characterized by a much higher degree of independence of the social and physical forces which bind many of the rest of us. This autonomy seems a direct outgrowth of the individual's openness to experience and trust in self.
>
> The adequate personality finds that his self is a highly trustworthy, effective instrument. He learns to appreciate himself as an ongoing, sensitive, trustworthy process. Instead of defending himself against his experience of dealing with life at arm's length, he finds he can immerse himself in events, confident of his ability to assimilate and grow with interaction.' It is this greater openness fo experience and trust in self which seems to provide

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> the adequate personality with a high degree of personal autonomy. He learns to use himself and his experience as his frame of reference for dealing with life and is freer from the pressures and demands of his environment. Flowing smoothly with life, he finds it less necessary to utilise his energies in purely 'coping' activities or in 'dealing with' life. [42]

Once such an adequate personality is developed the autonomy established allows the direction of the newly released energy for personal growth to be very independent and individual. This outcome is often seen as a result of Outward Bound participation, although it is usually more generally described as "more self-reliant", "more initiative", "greater independence", or occasionally "new leadership abilities".

Anthony Storr uses another term which may be useful when attempting to analyse the objectives of Outward Bound. He speaks of "self-realization" and explains that:

> Self-realization, so far as anyone ever achieves it, is manifested by the widest exercise of the individual's potentialities combined with the attainment of a mature relationship with others. Subjectively, it seems to be attended by a sense of being fully adapted to, rather than attempting entirely to direct, the course of one's own development. [43]

I have intentionally juxtaposed the Combs and Snygg concept of "adequate personality" and Storr's concept of "self-realization" as they have within them opposing emphases. Combs and Snygg centre on the potential of man for dynamic, independent action which will achieve fulfillment and is based on an autonomous, self-trusting framework. There is more of a sense of creating an environment , or at least influencing the immediate invironment of the individual to ensure harmony. Storr's concept of "self-realization" is a more passive and more fully harmonious position with an emphasis on absorption and understanding of the environment leading to the integration of the person as an individual and his integration with society.

Both of these emphases are important in the understanding of Outward Bound objectives. They emphasise that no pre-determined philosophic approach or expectations are imposed on the individual but instead the broadest concept of each person fulfilling his potential is the immanent ethos of Outward Bound.

The Physical Self Concept

Ths most observable activities during an Outward Bound course are those which involve physical actions. Any visitor to an Outward Bound programme can see, a fitness training session each morning and afternoon on a standard course, people abseilling, rafting, or caving on an adult course, or boys and girls on Pack and Paddle camps rafting, or swimming or expeditioning. What they can't see is the real impact of Outward Bound which takes place in the hearts, the minds, the feelings, the understandings, of the participants.

This phenomenon is one that leads to the most regular misconception about Outward Bound, that is, that it is a place where you go to get fit, or do a "commando" course, or learn outdoor skills. If these purposes are the simple aims then Outward Bound would not have had the impact on people that it has had, nor would it have grown both in its influence throughout the world and its effect on education.

The obvious question that arises from these statements is: if this form of operation is open to misinterpretation why does Outward Bound persist with this general formula?

In 1974 Donn Kesselheim approached this question in his paper "A Rationale for Outdoor Activity as Experiential Education: The Reason for Freezin'". He suggests that

> to a remarkable degree, it appears to me to be true that what one thinks and feels about one's entire self is greatly influenced by what one thinks and feels about one's body. There is a small but growing body of research which supports this point of view.[44] If this is the case, one obvious and very direct strategy for strengthening self-concept is to enable people to have success experiences with their bodies.[45]

By the time students come to Outward Bound (for Pack and Paddle at age 12, Standard course at age 17 or Adult course at age 30) they have built up some concept of themselves and some concept of their physical ability. For the Pack and Paddle and particularly standard course students a very major part of their self concept has developed from physical self-concepts.

Throughout a young person's life there are periods of development when emphasis on the physical qualities of the individual become particularly marked, and at these times his physical attributes or deficiencies (whether actual or imagined) may have considerable influence on the development of his concept as a person. The way in which this happens is very complex and depends on factors such as rate of maturation, onset of puberty, body build, real or perceived handicaps, and confidence which allows or rejects factors such as team sport involvement and successes. Coopersmith's[46] findings that even boys of superior athletic ability may not hold themselves in high esteem illustrates how complex these factors are.

Under these conditions it is obviously a naive view that simple robust physical activity must of necessity advantage all people and contribute positively to adequate self-concepts. There are, unfortunately many people who hold to such an "it's good for them" attitude. In general, they may well be correct, but the direction, type and form of influence any physi cal programme will have on its participants needs careful thought, analysis of aims and programme design.

There is little doubt that a 26 day Outward Bound course, involving strenuous physical activity in the outdoors is going to do things to the bodies of participants. Some elementary research carried out by the author (and L. Lawrence) on all standard course students passing through the Australian Outward Bound School during the summer of 1975/76 has produced preliminary results which suggest that:

a) participants with above average percentage body fat almost invariably lose weight and change certain dimensions

b) the most commonly reduced dimensions are those of waist measurement where losses of up to 4 inches have been recorded during the period

c) some lighter weight participants actually gained weight (possibly as a result of muscle weight increase)

d) although many participants (generally in the average fitness category) did not vary weight significantly certain dimensions still changed (again particularly waist measurements).

Throughout the standard course each participant engages in a fitness programme twice per day. On the first day they perform to the very best of their ability on five basic exercises in order to establish their own fitness level. The five exercises are:

i) running on the spot (for 1 minute as fast as possible),

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ii) push ups (to exhaustion on first day to establish maximum),

iii) squats (fast for one minute),

iv) sit ups (to exhaustion on first day) and

v) burpees (to exhaustion on first day).

These five exercises are chosen for three reasons:

Firstly they do not need apparatus, therefore there is little prospect of overstrain as students are only ever using their own body weight as resistance. It also means that the exercises can be done at the school, on expedition and even on board ship during the North Queensland standard courses. This form also makes it possible for students who by the end of the course find that they enjoy exercising and being fit, to carry such a programme on into their everyday lives.

The second reason for these exercises is that inherent in the plan is a training programme for the course at hand. The running on the spot is a built in cardio-vascular/respiratory "warm up" exercise which prepares the body for the later exercises and also contributes to overall fitness. The burpees at the end forms a similar purpose but with the whole body weight applied, as it now can be, in its warmed up condition. It also provides a culminating exercise as it is essentially a combination of all of the other exercises. The push ups, squats and sit-ups are chosen as the simplest exercises available to help prepare students for the demands of the course, for example sit-ups and push-ups for paddling canoes; squats, burpees and running on spot for expeditions and cross-country and marathon runs; squats and push-ups for rock-climbing and caving.

The third major feature of this exercise programme is that it allows immediate feedback to each individual. On the first day a student might, for example, manage only 10 push-ups. This is his maximum. On the second day, in the afternoon session he is encouraged to strive at achieving 2/3 of that maximum (sometimes he is stiff from the day before and even this 2/3 is impossible). Within a few days he has invariably surpassed not only this 2/3 but is able to achieve his original maximum with relative ease. He is now encouraged to improve his own achievements by at least 10% of his original maximum each day. To assist in recording this progress each student has a student diary/ exercise card on which he records his daily achievements. In such a way his advances in fitness are in a tangible observable recorded form. This feedback, in addition to his own physical awareness of feeling increasingly fit and able to do more, often supported by an observable change in his physical form, all has considerable impact on the student's own physical self-concept.

If indeed the role of the body in personality development and function is the basic structure from which the ego or self develops originally, and continues to have influence then it seems reasonable to assume that the often dramatic physical changes that take place during an Outward Bound course will have impact on the individual's overall concept of self.

The prospect of such an impact being experienced is increased on the standard course (and Pack and Paddle) by the fact that adolescence and young adulthood seem to be periods in which young people are naturally centring a great deal of their attention on their physical selves. The extent of this interest is well illustrated by Jerrild's study [47] in which he asked junior high-school students what they did and did not like about themselves. They mentioned physical characteristics more often than either intellectual or social characteristics. This trend persisted into senior high-schoolalthough it became less marked.

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A similar study of 1,925 girls aged 11 to 18 years asked "What would you like to change about yourself if you could - your looks, your personality, or your life." 59% of responses indicated some aspect of physical appearance, whereas only 4% mentioned a desire for greater ability.

One of the most unfortunate features of this period is that while physical development is a primary concern of young people, the comfort, ease and convenience of 20th century living seduces young people away from physical activity. Connell (et al), for example, in their 1975 study of city youth found that in researching the interests of young people:

> several things stand out. First, the activities that most engage the contemporary teenager do not involve much physical effort... For the majority of teenagers most of the time, conversation, newspaper reading, T.V. watching and record playing are just as inconsequential and unergetic as that of most adults." 49

The important difference between teenagers and adults and their unenergetic lives is that for the teenager energetic involvement in physical activity which leads to understandings of this physical self are more crucial to his developing overall concept of self. However this same process is often equally relevant for the over 30 year old person who begins to get feedback, or for many years has had feedback, on his physical ability that has led him to believe he must accept that he is in decline. In this area an adult often needs to re-assess his physical self-concept. It is partly the inspiration derived from recognition of this need that has produced the Outward Bound Adult Courses.

One of the earliest observable outcomes of Outward Bound was the effect it had not only on the physical abilities of its students but the good effects that flowed therefrom.

As Headmaster of Gordonstoun, Kurt Hahn had emphasised the role of physical activity. In an address entitled "Challenge to the West" Hahn used 1940's language to describe a 20th century situation.

> Against the decline of fitness we demand a morning break, interrupting the sedentary habits of the morning. This break should be used for training the young in jumping, running and throwing. 'Physical illiteracy' is widespread in the young generation but it is curable even in adolescence: you can bring every normal boy and girl to athletic achievements good enough to draw self-respect therefrom. It is as important to help a youngster to overcome his weakness as it is to develop his strength. Such all-round trainings is the basis of vital health, and we hope to see the day that the morning break is insisted upon the Medical Profession." 50

In 1937 Hahn "asked the President of the Board of Education in Britain 'What are you doing to molest the contentedly unfit?' His reply was: 'Nothing whatever'." 51

Such words seem very out-of-date in these days of physical education teachers, school athletics, and sports programmes, but they reflect the beginnings of awareness of the secondary impact of physical activity that was to become so important to Outward Bound, i.e. the impact on the student's perception of self.

The earliest activities of Outward Bound courses covered much of what is now done in physical education programmes at schools. The emphasis has now moved on Outward Bound courses towards group exercises such as expeditions, group initiative tasks requiring teamwork and thought to overcome common problems, or individual activities such as ropes confidence courses requiring concentration, balance, co-ordination and perseverance, or orienteering courses requiring speed and accuracy of thought coupled to running and bushwalking. Hence the form of activity at Outward Bound has changed to a much more comprehensive and integrated process involving both body and mind.

This may account for some of the increased effectiveness Outward Bound has in the education of the total person and even gives promise of increased educational achievement. Iamail & Gruber's 1967 52 review of a large number of studies correlating various measures in the psychomotor and cognitive domains provide some interesting results. They found for example that height, weight, and similar physical measures, which require no learning, are uncorrelated with educational achievements and I.Q. However psychomotor abilities and particularly co-ordination, balance and rhythm, which require mental activity as well as practice of motor acts in order to be developed, correlate low but positively with educational achievements.

This may have significant effects on a person's self-concept if he feels that through mastering physical activities he also increases his ability to understand various things. This may be particularly relevant to schools courses where this integrated and comprehensive approach to learning academic subjects in an active adventure framework, is a major feature.

In many cases poor self-concepts of physical ability may develop simply as a result of inadequate opportunity for a person to put himself to the test. This phenomenon is particularly noticeable in Adult courses where participants have often come to the conclusion that they are too old or are incapable of doing things simply because they haven't done them for years, or even decades, and so have lost confidence in their abilities. In this case they have an unrealistic self-concept.

Our society and its emphasis in the media on ideal and exaggerated forms (for example on T.V. and films it is predominantly the heroic, the beautiful and the intelligent who dominate) often brings people to hold ideal self-concepts for themselves that they see as unattainable, or are in fact so. In some cases confusions between these media led ideal concepts, and reality, may also arise.

However in almost every area of need for clarifying self-concept the chance to be physically involved in well designed, demanding and challenging programmes is likely to advantageous.

Self-Concept/Ideal Self Congruity

A person's self-concept consists of a complex set of elements which have a systematic relationship. That is, they have a propensity for unity and self-consistency. This quality of self-concept consistency was discussed more fully earlier, however it has much influence on the development of self-concept/ideal self congruity.

For the purposes of this discussion, I have reduced the elements of the total self-concept to three.

a) The real self: i.e., the true intellectual, physical and to some extent socialabilities of the person. (It is recognised that it is difficult to extract such a model clearly, however the depth of exploration recuired to define this concept fully is beyond the scope of this discussion.)

b) The perceived self: e.e. the way in which the person sees himself, and the way he interprets feedback on his interactions and abilities.

c) The ideal self: i.e. that model, either confused or clear, stated or dreamed of, that the person holds in his mind as being what he would like to be.

In these terms the "perfect" state would be for the individual to have genuinely aligned his actual self with his ideal self, and then have a clear and accurate perception of this aligned state of self. Unfortunately

a genuine alignment of these three elements is difficult although the force for self-consistency demands that they be brought into line.

This obviously places burden on the individual and forces him to find a solution. He can solve this dilemna by

a) increasing his real abilities

b) lowering or raising his ideal self-concept

c) adjusting his perceptions of self to accord with his real self and so bring those two together, or

d) adjusting (or distorting) his perceptions of self to align with his ideal self-concept.

Many people and expecially young people find it difficult to settle on a solution that will consistently resolve their dilemna and so find themselves with three concepts of self with various fragments aligning differently. No wonder they find themselves asking questions such as who am I? where am I going? Other people resolve their dilemna, at least in part, by distorting some element in order to make an integrated self-concept. Unfortunately, just as any organisation is resistant to change so is a distorted organisation of the self-concept. It is not uncommon for humans to distort some part of their self-concept in order to make it fit the organisational whole - of course the more this happens the more the person moves into neurotic, or if further, psychotic states.

Abraham Maslow looks at this phenomenon from the point of protection not just of self consistency but from the view of protecting the perceived self and ideal self when he suggests that:

> Freud's greatest discovery is that the great cause of much psychological illness is the fear of knowledge of oneself...
>
> In general this kind of fear is defensive, in the sense that it is a protection of our self-esteem, of our love and respect for ourselves. We protect ourselves and our ideal image of ourselves by repression and similar defenses, which are essentially techniques by which we avoid becoming conscious of unpleasant or dangerous truths." 53

This idea seems so contradictory to the so often stated desire of individuals to "find themselves". Maslow seems also to cut across his own "force-for-growth" model of man when he further suggests that "there is another kind of truth we tend to evade. We tend to evade personal growth, because this, too, can bring another kind of fear, of awe, of feelings of weakness and inadequacy." 54

Outward Bound attempts to bring just such processes as have been described here to the awareness of the students. However it does not attempt to do so through lessons in social psychology or more conspicuously personal insight centred programmes such as laboratory groups. Instead it attempts to create environments and impell individuals into experiences through which they get real feedback, in which they come to face themselves. Under these circumstances the opportunities are maximised for students coming to a genuine understanding of their own emotional, psychological, social and physical make-up. The programme is also designed to ensure as supportive a framework as possible so that defences that preclude this information being accepted are less likely to be constructed or used.

The major thrust of Outward Bound is in fact aimed at this area. That is creating opportunities for the individual to discover not just his real self, but also his perceived self. Ideal self, too, may well be influenced.

There is a growing body of research both in Outward Bound and in allied fields which suggests that the possibilities of reducing elemental discrepencies within the self-concept are very good. For example, Koocher designed a study to show that increasing competence in one's environment leads to enhancement of self-esteem. He used pre-test and post-test measures of the discrepancy between the ideal self and self-concept of 65 boys engaged in a swimming programme at a YMCA summer camp. He found that "those who learned to swim in the program did experience a decrease in self - ideal/self-concept discrepancy of significant proportions as a result of increases in self-concept." [55]

This study comes to same conclusion as so many research studies in this field, [56] that is, that increases in congruence is usually a function of increase in positive view of the self rather than of a change in view of the ideal self. Therefore it can be generally said that change in degree of congruence can generally be interpreted as a change in self-esteem. Hence the discussion earlier on the prospects of Outward Bound experience leading to enhanced self-esteem can be generally taken as supporting the prospect of Outward Bound enhancing self-ideal/self-concept congruity.

Clifford and Clifford's look at self concept changes during courses at the Colorado Outward Bound School produced results which found that

> the ideal-self measure showed no change. The change that obviously took place was that the discrepancy between self-concepts and ideal-self concepts became smaller. Changes in the self-concept brought the subjects into closer proximity to their ideal selves.
>
> Dramatic and significant changes have taken place in the self-concept itself. Overall, the self is viewed more positively. [57]

Similar results were found in 1973 by Koenke [58], who studied participants at the Colorado Outward Bound School. Using the Gough Adjective Check List, all changes from pre-test to post-test indicated smaller real-ideal discrepancies following completion of the course by the 33 male and 11 female students under study. In general the conclusions found, once again supported the idea that real-ideal discrepancies were reduced by positive increases in self-perception which moved the real self closer to ideal self concept.

Many adaptive programmes related to, or inspried by, Outward Bound concepts have also been evaluated and found similar results. A year long programme for example, operated in Hamilton - Wenham Regional High School, Massachusetts, called "Project Adventure", was evaluated by Fersch and Smith in 1972. [59] They used the Tennessee Self Concept scale and concluded on post-tests that there was a significant decrease in total conflict of self-perception and lessening in confusion and contradiction in self-concept. As the results also found improved, positive changes in self-concept it may be reasonably concluded that the decrease in conflict of self-perceptions was in some part due to greater real-ideal self congruity.

It would seem that Outward Bound programmes have much to offer in this area and can be a significant adjunct to the development of a sound, stable and satisfying concept of self appropriate to each individual. Such a process is the basis of each individual's sense of identity.

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Identity Consolidation

Probably the most forceful search in which man ever engages is his search for his own personal identity. Unfortunately it is a search that can never be completed, as man is a dynamic creature who responds t o his environment simultaneously with his efforts to control it and understand his place within it. As man ages, as his body develops, as he learns and understands more, as he takes on new, or discards old responsibilties,so he changes his identity.

The notion of identity consolidation used here, must then, be seen as indicating an identity consolidated at a particular time or stage of life. It does not suggest that the quest for identity consolidation is a quest that can be terminal. However as the individual moves through life it may be reasonable to suggest that it is better to move into new identities from known identity positions.

In teaching the skills and safety techniques of bushwalking and navigating in unknown country it is stressed that the present position is always the most vital knowledge. If the bushwalker continues to walk from an unknown position into new country with no better skills than those which got him lost in the first place there is every likelihood that he will end up in a new position which is also unknown and so he may become irretrievably lost.

If he has known where he was at one point and then moves to a new position where he is "lost" he at least has some fixed point to use in retracing where he went wrong; he has some known reference point.

Of course, if his navigational skills are so poor that he can't even find his original position then any movement into the unknown must be perceived as perilous.

It is as a training ground in the navigational skills of life that Outward Bound has much of its impact. As has been discussed in Chapter 1, Outward Bound attempts to develop skills for mastering the unknown at the same time as providing maximised opportunities for the individual to gain meaningful insights into self and a more appropriate and refined concept of self.

The idea of identity consolidation is closely allied with that of adequate personality discussed earlier in this chapter. It is sometimes referred to as personality integration.

In 26 days Outward Bound attempts to develop skills in self understanding and evaluation that will endure for the lifetime of the student. Hence the main thrust of Outward Bound is not in teaching rock climbing, caving, rafting or orienteering, but in giving the student experience in meeting himself through controlled stress and adventure experiences, in engaging in real and basic social relationships and giving him opportunities to assess his own strengths and weaknesses and so gain or improve his own techniques for finding his own identity. The concept on which Outward Bound operates is that once these basic techniques are discovered they are likely to be useful well into the future as they become strategies for dealing with unknown futures. This approach contrasts with some counselling and social remedial practices which may resolve current tensions, confusions, alienations or misdirections but often leave the person in the same bewilderment, waiting for the next crisis before seeking emotional, psychological or counselling support again.

Through positive, real experience of self, Outward Bound attempts to develop in students the ability for "self-adjustment".

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Combs and Snygg point out that:

> Numerous studies of "adjustment' have demonstrated that well-adjusted persons have essentially positive attitudes toward self and others, while the reverse is true of "poorly adjusted" people. Psychological health seems basically determined by the adequacy of the individual's self definitions.
>
> The possession of a large reservoir of positive experience of self provides the individual with a vast security to be used as a base for adventure and a firm foundation for meeting even the more difficult aspects of life with courage.[60]

An important ramification of the essentially nurturant and non-evaluative climate at Outward Bound is that there is a lesser need for the individual to feel he has to defend himself against his experience. This leads to a greater openness and readiness for new experience and an increased likelihood of accepting any and all perceptions into his awareness.

This greater openness of experience encourages a greater trust in self which not only promotes autonomy (as discussed earlier) but also the student learns to use himself and his experience as a frame of reference for dealing with life. The result is that he is more likely to find that his self is more trustworthy and a more effective instrument for dealing with the world he encounters. This is then a personally satisfying process and one that provides consolidation of personal identity.

Klausmeier and Ripple[61] provide an interesting model of personal identity, or as they call it, "personality integration", in suggesting that there are five essential and hierarchial building blocks to the complete integrated personality.

The basic block is 1) physical health, on which are built
2) psychomotor skills,
3) cognitive abilities, and
4) adequate means of adjustment, leading to
5) adequate self concept.

It is significant in this model that before the fifth and final block of "adequate self concept" can be put in place, it, like all the others must rest securely on the block below it, which is "adequate means of adjustment".

It is just this "adequate means of adjustment" which is so often missing from people's everyday lives which Outward Bound attempts to provide.

Klausmeier and Ripple go on[62] to outline four principles for encouraging personality integration which can readily be seen to be operating in Outward Bound.

Their first principle, "Developing an Emotionally Secure Environment", has already been discussed. The second,"Encouraging Self-Understanding and Self Acceptance" has also been shown at length to be one of the main thrusts of Outward Bound. Their third principle, "Helping Students to Attain Realistic Goals" can be seen in the structure of programmes which do not set absolute standards, do not expect the impossible, but at the same time do encourage higher motivation and goal setting. The fourth principle, that of "Providing Practice in Meeting Conflict Situations" has also been seen to be operating through programme requirements for group tasks to be achieved, effective communication patterns and cohesive and co-operative methods of action to be developed in the groups and

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for each student to resolve the multitude of internal conflicts which arise in trying to complete a programme aiming at taking them to the limits of their abilities.

It would seem then that Outward Bound has inherent within its programmes and philosophies the basic principles pre-requisite to the establishment of personality integration and identity consolidation.

Apart from this overall influence of Outward Bound on identity consolidation there is one particular section of the standard 26 day course which has unique value in this area. This section is that of solo.

Solo, three days and three nights spent in solitude, usually comes about 2/3 of the way through the standard course programme. Up to that point the physical, social, and psychological demands and interactions have been intense and largely inescapable. Students have been living very closely together and the encounter with the difficult and seemingly impossible has led to a situation in which feedback on self has been often direct and open and very real.

Solo, dramatically reverses all of these impacts and by its exaggerated contrast effectively promotes contemplation and reflection on the experiences and insights encountered up to that point. It is a time to assimilate the mass of new information about personal reactions, abilities, relationships and concepts that have been accumulated over the preceding days.

As a time of withdrawal, self-reliance, solitude, contemplation, concentration and re-assessment, the solo experience is almost unanimously reported by students to be the most significant single experience encountered in an Outward Bound course.

It is also the most significant opportunity throughout the course for identity consolidation to take place. It is recognised however, that while three days solitude on mountain tops or on Barrier Reef Islands or along the banks of mountain streams, is an effective opportunity and environment for consolidating one's sense of self uncluttered by the pressures of everyday life, it is nevertheless an artificial situation. There are certain dangers in arriving at conclusions, making resolutions and evaluating futures in such a situation. Consequently solo is followed by final expedition. On this final scheme students work in groups of 5 or 6 towards completing an expedition lasting 4 - 5 days in which they set the goals. No staff are in attendance and in effect it provides an opportunity not only for each student to test himself and conclude and consolidate all those experiences and insights gained on the course up to that point, but also to put to test, the resolutions or newly acquired identity concepts which may have been formulated during solo.

This opportunity to put to the test and possibly even re-evaluate the concept of identity developed during the course is an important one and is an integral and vital feature of the consolidation of the individual's identity.

As was mentioned in the earlier part of this discussion on identity consolidation the concept of consolication is not a terminating one. Instead it must be understood as a movement by the individual towards clarifying and stabilising that identity which is appropriate and satisfying for him at any given time in his life. Hence identity consolidation has as its base a process of adjustment.

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Adjustment

John Dewey searches out the core of human life and adjustment in his statement that:

> The most notable distinction between living and inanimate things is that the former maintain themselves by renewal. A stone when struck, resists. If its resistance is greater than the force of the blow struck, it remains outwardly unchanged. Otherwise, it is shattered into smaller bits. While the living thing may easily be crushed by superior force, it none the less tries to turn the energies which act upon it into means of its own further existence.
>
> As long as it endures, it struggles to use surrounding energies in its own behalf. As long as it is growing, the energy it expends in thus turning the environment to account is more than compensated for by the return it gets: it grows.[63]

This outline of the fundamentals of growth of animate creatures pin points some very significant processes, especially in the Outward Bound context.

The Outward Bound environment is a particularly demanding one which elicits greater necessity for struggle and greater expenditure of energy than most other environments encountered by the human being. If Dewey's formula that the return from energy expended (growth) is greater than energy expended, then it may reasonably follow that the greater the energy expended, the greater the growth.

Although this may help to explain why the personal, social, emotional and psychological growth of Outward Bound students seems to be greater in 26 days than is possible in any other 26 day period in their lives the ramifications of such a unique experience would seem to be much greater.

The essential quality of adjustment is one of dynamism, that is, the prospect for change. Hence from an external view point, adjustment occurs wherever the individual encounters new experiences that require a response. The multitude of dramatic and demanding social, physical, organisational, emotional and psychological responses required from the experiences encountered during an Outward Bound course maximise the needs for adjustment to these situations.

Thus an intensified need to adjust is induced in a non-threatening environment. In a very real sense this provieds practice in encountering life's tasks and making appropriate adjustments in an environment that accepts the particular ability of the individual and is non-evaluative. The Outward Bound course becomes a recognisably safe laboratory, exceptionally well equipped with the resources and paraphernalia required to safely experiment in the area of personal adjustment. Both during and after the course it is hoped that one successful experiment leads to another being more confidently undertaken and brings personal satisfaction as the scientific method required is mastered.

It is important to note in this analogy that it is the processes and practices of experimentation that are being experienced and hopefully being mastered and not any particular or prescribed formula or result being searched out. It is important to the fundamental concept of Outward Bound that each person is prompted to investigate and attempt to acquire his own unique potential and is not spending energy attempting to pursue personal goals or outcomes prescribed by Outward Bound or anyone else.

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In this way the Outward Bound experience can be seen as appropriate to all members of the community. Sometimes misconceptions arise that Outward Bound is only for potential leaders, and is seen as some kind of finishing school for young people of "promise"; it is also seen sometimes as a guidance programme for the "maladjusted". The fact that both views of Outward Bound can be held concurrently is not only an indication of the comprehensiveness and total appropriateness to, and acceptance of, all people, but more particularly is a reflection of the universality of the human need for adjustment, and Outward Bound's recognised contribution to this process.

To use one limited area of human experience as an example: certain research indicates that poor personality adjustment is associated with inferior academic achievement [64]; however there is also good evidence to suggest that "adjusted" or "non-adjusted" students do not differ from each other in either general intellectual ability or in scholastic achievement.[65]

This highlights the centrality of the concept of adjustment to the behaviours and achievements of all people and gives some indications of the reasons why academic/experiential programmes for school students, Pack & Paddle camps for 12-16 year girls and boys, standard courses for 17-25 year olds and even adult courses for people over 30 years have all been seen to have considerable effectiveness and impact on their participants. All are in a life long process of adjustment - the forty year old mother and fifty year old businessman no less so than the 15 year old student or the 22 year old new graduate. Hence programmes such as those conducted by Outward Bound, if appropriately designed and implemented, have relevance to all people, as they are all developing and all encountering new life demands.

Throughout Outward Bound programmes contact with other people and the need to co-operate and co-ordinate with them is more apparent than in everyday life. This situation in particular provides opportunities for social interaction and feedback that maximises the prospect of social adjustment. The wide diversity of social, educational, cultural, and economic backgrounds and ages of students (particularly on standard courses) increases the range of experimental and learning apparatus in this social learning laboratory.

This laboratory exists within a context of new and adventurous experiences, perceived risk situations, stress and other heightened and extra-ordinary encounters with life. Consequently the total demands for adjustment on the individual are considerably increased as are the needs to develop adjustive techniques. Such techniques include compromise, re-evaluation of group and personal goals and motivations, withdrawal, problem-solving, productive action, and discussion. Students encounter situations in which they forgo immediate rewards and comforts in order to attain larger rewards later.

In all of these processes each student is forced to experiment with his total environment because the answers to his problems and interpretations of appropriate responses are neither readily available or easily defined in the total impact environment of Outward Bound.

Although the major strength in the Outward Bound learning experience comes from the creation of an environment which both stimulates a need for learning and provides maximised opportunities for significant experiential based learning to take place, there is nevertheless a particular teaching style adopted throughout Outward Bound which also contributes to this process.

The teaching style followed by Outward Bound instructors (and defined in more detail earlier) closely aligns with that described by J.W. Stains as being significantly conducive of good adjustment in students.

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From his own research, Staines suggests that teachers using non-restrictive methods, who stress understanding of self, "are able to make students more sure of what they are like, more accepting of what they are, more able to differentiate themselves, see themselves with moderation and certainty, and more certain of what they want to be like and more aware of what judgements they think others make of them" [66]

In essence they are likely to become better adjusted to themselves and to the world in which they live. Hence the emphasis on understanding and growth of self that has been the central issue of this chapter can be seen to underlie any effective process of change or adjustment or renewal by the dynamic creature that is man.

The totality of impact of Outward Bound on people seems to provide good prospects of them not simply gaining greater meaningful insights into the substance, quality and direction of their own being but also hslping them to find new and relevant directions in the future in an ever-changing life and an ever-changing world.

CHAPTER 5

An Evaluation of the Impact and Potential of Outward Bound.

Dr. Kurt Hahn, in attempting to clarify the principles, philosophies and successes of Outward Bound once wrote:

> do not think that Gordonstoun or I are responsible for the discovery. Perhaps I can illustrate what I mean by telling you of an incident which took place at Salem not long before the founder, Prince Max of Baden died. (From Chapter 1 of this paper the reader will recognise Salem as the school Hahn and Prince Max co-founded and which was the forerunner and inspiration for Gordonstoun and Outward Bound). He was visited by an American, somewhat over - enthusiastic,who asked Prince Max: 'What are you proudest of in your beautiful schools?' Prince Max answered 'I'm proudest of the fact that if you go to the length and breadth of these schools, you will find nothing original in them. It is stolen from everywhere, from Plato, from Goethe, from the British Public Schools, from the Boy Scouts.' The American looked up and said 'Oughtn't you to aim at being original?' 'No', said Prince Max, in education, as in medicine, you must harvest the wisdom of a thousand years. If ever you see a surgeon who wants to take out your appendix in the most original way possible, I would strongly advise you to go to another surgeon'. [1]

As outlined in Chapter 1, Outward Bound had its philosophic beginnings in a curious array of influences both modern and from antiquity; it had its practical beginnings in the tragic circumstances of a world at war and the search for an effective way of decreasing the loss in lives of young men shipwrecked at sea.

From those beginnings Outward Bound has grown to a world wide organisation of over 30 essentially autonomous schools working in a wide variety of terrains and incorporating programmes for almost all ages, as well as for specific needs such as handicapped or underprivileged people. This makes the task of evaluating the impact and potential of Outward Bound a daunting one. Such an evaluation as presented here must of necessity be limited in many ways.

The most fundamental problem underlying evaluation of Outward Bound world wide is that Outward Bound is for and of, people. Consequently it must be interpreted against a diverse range of social, cultural, historical and in some cases, political backgrounds. Each school must, and is, developing programmes most appropriate to the milieu in which it operates. (Notwithstanding this however , in many areas, the intercultural and international nature of attendance at many Outward Bound Schools has made a small but notable and worthwhile contribution to international understanding).

As this paper is written in English and refers mainly to the Australian Outward Bound School the research and theory and practise of Outward Bound drawn upon in this paper has necessarily centred on Outward Bound in English speaking cultures. This theme is further emphasised by the relative availability of research and evaluative material from North America, the lesser availability from Britain, the far lesser availability from Australia and the almost complete absence of material that has been able to be collected from other places, either because it doesn't exist or it hasn't found its way into circulation.

In 1941 Outward Bound was established to allow young seamen to tackle a challenging programme through which they would come better to see their strengths and overcome their weaknesses before tackling the life and death struggles of the war at sea. The programme was, as Prince Max points out, a collection and re-formation of various educational principles and philosophies. It worked; the programme was acknowledged as successful.

Outward Bound in the late 1970's is also acknowledged as successful. However, today it is open to close scrutiny and is recuired to support and clarify its claims to success in a far more rigorous way than in 1941. Times have changed and so has Outward Bound.

While during the war the impetus for Outward Bound may have been that of the need for survival, after the war the desperate survival need was gone. Instead man was faced with a new type of survival, he was also faced with a new world. A world of rapid sociological and technical change and one which threw greater responsibilities and greater decision making requirements onto people at a younger and younger age. Post war society provided people and especially young people, with rapidly increasing autonomy of action and self-determination, but it also demanded that they accept greater responsibility for their actions and demanded that if they were to do this effectively they needed better preparation for life. This prompted great advances in education. Simultaneously it was observed that in terms of personal preparation for life Outward Bound had much more to offer than simply helping people to survive at sea.

It was under this new pressure and from this new perspective that Outward Bound began to expand both geographically and in its programmes.

Throughout its nearly 4 decades of life and growth, Outward Bound has changed much of its external form. While it took until 1950 for the second Outward Bound School to be established (at Eskdale, U.K.) the next decade saw an expansive growth with two more schools in Britain (Moray; Scotland, and Ullswater), 2 schools in Germany, and schools in Kenya, Malaya and Australia.

However, movements occured in the 1960's which ultimately laid the basis for the most rapid and significant changes in Outward Bound. In the early 1960's, Outward Bound schools were established in the Netherlands New Zealand, Rhodesia and Zambia and a girls school in Britain. However, more significantly, in this period 4 schools were established in the United States (in Colorado, Minnesota, Hurricane Island and Oregon). These schools have had significant impact on the development and diversification of Outward Bound, particularly into the more public areas of education.

The fact that in 1974 a paper was produced by Outward Bound in the U.S.A. entitled Outward Bound Adaptive Programs in Private Schools, listing over 80 schools in the U.S.A. alone, and that this is only one of a number of such compendiums of Outward Bound programmes available, gives some indication of the increased scope and application of Outward Bound in the U.S.A. just in the last 15 years. It also indicates the promise which Outward Bound holds in other countries, if implimented professionally and enthusiastically.

One of the keys to this particulargrowth has been the movement in staffing in Outward Bound over the decades. In the early days men of skill and adventure, sea captains or explorers were considered the appropriate models and counsellors for young people. This position has slowly moved in most Outward Bound Schools throughout the world to one in which most Outward Bound instructors (especially in the U.S.A. and Australia) are well qualified educators with university qualifications and a primary interest in the educational and personal development of their students rather than the teaching of adventure skills.

The American development of Outward Bound has also had the greatest impact on research and evaluation of Outward Bound programmes. While much of the American research literature relies on sujective evaluations, case study reports, student questionnaires, and other "soft" data there is a rapidly growing body of controlled research into specific aspects of Outward Bound which is producing qualitative and quantitative data of value. An indication of the growth of data on Outward Bound is the production within a short span of only 5 years in the mid 1970's of several reviews of research and evaluative bibliographies such as A Review of Research and Evaluation Literature on Outward Bound and Related Educational Programs (1974) and R.T. Pollocks An Annotated Bibliography of the Literature and Research on Outward Bound and Related Programs (1976), which are two of the number of such surveys referred to throughout this paper. ...123/

These changes, movements and progressions in Outward Bound are only some of the more evident advances noted since 1941. The main thrust of this chapter however is centred on looking at the expansion of the idea of Outward Bound into many application areas i.e. areas in addition to, as well as, the standard course. It will attempt to assess both the impact and potential of Outward Bound's influence on programmes in areas such as schools courses, and tertiary and teacher education, it will look at industrial applications, therapeutic applications and special programmes for special needs before scanning the general field of Outward Bound research results and the difficult concept of transfer. Although the evidence drawn upon is largely American the courses and evaluations of impact and potential are largely interpreted in the Australian context.

This chapter cannot be read in isolation as it is assumed by this stage that the reader has a good understanding of all of those underlying practices, principles, theories, philosophies and outcomes outlined in chapters 1 to 4. Consequently these chapters are considered the essential base on which examples used in this chapter are built.

Outward Bound Programmes and Schools.

Earlier in this paper, in discussion on the adequate personality, Combs and Snygg pointed out that it was characterised by three factors:

> 1) an essentially positive view of self 2) the capacity for acceptance of self and others , and 3) the ability to identify broadly with fellow man. (They go on to point out that:) Since the self concept is a function of experience, what happens to students during their time spent in the educational system must be of vital importance in the development of the self. Probably no other agency in our society outside the family has a more profound effect on the development of the individual's concept of self. [2]

It is recognition of the importance of school years in the formulation of the adequate self that made it inevitable that a dynamic and man-relevant philosophy such as that of modern Outward Bound should have moved into areas of operation involving secondary school students (and even some primary school students).

There are three broad areas of involvement of Outward Bound in schools. The first, and least common is that in which Outward Bound acts as a consultant /advisor on technical aspects of outdoor education such as bushwalking, orienteering, rock-climbing. In Australia this line is almost fully avoided as it is an incomplete practice and the Outward Bound experience is a complete, comprehensive, holistic experience and is best presented in that way.

The second area is that of personality development as an adjunct to another programme. This form of operation, where Outward Bound provides the expertise and programming for a consciously constructed personal development programme, is common in the United States but not generally pursued in Australia. The third type of operation with schools is the most common in Australia. It involves a total and integrated programming incorporating physical and adventure based activities, personal development techniques, and academic studies in the field. It emphasises as natural as possible an integration of experiential and carefully planned academic features.

The most developed of these courses is that conducted jointly by Cranbrook School in Bellevue Hill, Sydney and Outward Bound. Cranbrook pioneered such programmes with Outward Bound in Australia. The first programme, in 1970 was designed for Form IV students (approximate age 16 years) who had just finished their school certificate examinations. It was essentially a category 2 programme described above, i.e. it was designed rather single mindedly as a personal development programme with an adventure /challenge base of activities for 10 days.

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The programme ran in this form for a few years, and showed such promise in its impact on students and the relationship between staff and students that it was expanded to once again pioneer a new form of education.

A scheme was developed whereby students from Cranbrook attended a programme for approximately 10 days in each of their first, second, third and fourth years of secondary schooling. The first and third forms course are in colder periods of the year and feature camping, cooking, expeditions in mountains, and rock-climbing and abseiling while second and fourth forms are programmed into warmer months and centre on water skills, life saving, canoeing, rafting and further expeditions. All of these courses develop sequentially towards providing skills in outdoor living, expeditions and self-reliance. They also emphasise and develop social skills such as co-operation and co-ordination, and personal and group organisation. The culmination of the total of nearly 40 days spent on such a programme over the four years is a "final expedition", of some days for all participants, unaccompanied by staff.

The unique feature about this programme is that it pioneered a new way of looking at outdoor education. It looked not simply at the rigor of experiential learning, but also at the rigor of academic achievement. Throughout the four years students are involved in academic work in the field which is an integral part of their scholastic year. The subject areas covered include English, Art, all Sciences, Mathematics, History and Geography. Outward Bound and Cranbrook staff work together to ensure that the areas of learning flow naturally with both the programme and the relevant sections and timings of the school syllabus. In this way the programme is effectively integrated across subject areas, so that students don't feel that they are now "doing geography", or "doing history", but are engaged in learning about their environment and may be learning about historical, geographical and scientific things all at once.

This four year programme of experiential / academic learning has been so successful and gives so much promise for enjoyable and effective learning that it has become the model for the major thrust of the Australian Outward Bound's programmes with schools and in varied form has been enthusiastically adopted by a rapidly growing number of schools throughout Australia.

The key to the success of these programmes is the combining of the expertise, concepts, equipment and professional operational techniques of Outward Bound and its staff with the local knowledge, identification of needs and student familiarity of the staff of the school with whom the programme is being designed. The important feature here is that Outward Bound does not "provide" a course, but works out each programme with each school to ensure that it is appropriate in every possible way to the needs and abilities of that particular school and its students.

Inherent in this discussion so far are some important concepts that warrant closer attention.

The first of these involves the treatment of academic subject learning.

In 1944, A.S. Neill wrote: 'the school subject is one of the means used by the state to prevent the child from being educated'. (3) Few educators would share this attitude although most would sympathise with the underlying problems which may have prompted Neill to make it.

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Marshall McLuhan explains that:

> We have an environment that is moving at very fast speeds. The speed of information movement is very high and it creates a field rather than a simple area of subjects; it does not create subjects, it creates total field. This is in one way ecumenism, as opposed to the old sectarian, fragmented set up. The same result is being felt in the area of subjects in schools. They feel more and more need to interrelate and dialogue among themselves.[4]

There is no doubt that while the old established methods of subject exposition and learning may have well (or not so well) served man in the past, the knowledge explosion this century necessitates a whole new look at how and what students learn.

John Dewey attempted to clarify and identify the elements of this problem. He suggested that:

> Almost everyone has had occasion to look back upon his school days and wonder what has become of the knowledge he was supposed to have amassed during his years of schooling. The question cannot be disposed of by saying that the subjects were not actually learned for they were learned at least sufficiently to enable a pupil to pass examinations in them. One trouble is that the subject matter in question was learned in isolation; it was put, as it were, in a water-tight compartment. When the question is asked, then, what has become of it, where has it gone to, the right answer is that it is still there in the special compartment in which it was originally stowed away. If exactly the same conditions recurred as those under which it was acquired it would also recur and be available. But it was segregated when it was acquired and hence is so disconnected from the rest of experience that it is not available under the actual conditions of life. [5]

This identification of one of the problems of achieving meaningful learning underlies the general approach of Outward Bound, i.e. of learning through real life experience - an approach which naturally fits easily with Dewey's general philosophic stance. However the solution to this problem is not simply the hope that effective learning will occur vicariously as the individual lives - this is altogether too much a hit and (too often) miss affair. As Jerome Bruner points out:

> Perhaps the most basic thing that can be said about human memory, is that unless detail is placed into a structural pattern, it is rapidly forgotten. Also, an understanding of fundamental principles and ideas, appears to be the main road to adequate transfer of training. [6]

The practice of Outward Bound integrated academic / experiential programmes seems to lie somewhere in the combination of providing structure and fundamental principles and even some reference resource materials (in the form of worksheets) while, at the same time, ensuring that these areas of subject matter arise out of, and are directly related to, the experience of the student engaged in a total, adventure based activity. As a simple example; if a student has gone on expedition, navigated his way up to the top of a mountain where he is going to abseil and rock - climb it is more likely that he will be interested in learning about the geology of that mountain , and about the texture and nature of the rock on which he is climbing (the friability of which may determine his safety), than if he was told in a classroom to turn to a page of a geology text and a lesson was then given on granite, or basalt or sandstone.

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This merging of structure and experience has unique properties of stimulation and motivation and although there is still much more to be learnt in this field of education and in improving techniques, it must be considered to be getting close to the situation described by David Ausubel when he suggested that;

> instead of denigrating subject - matter knowledge, as so many allegedly progressive educators have done over the past fifty years, we must discover more efficient methods of fastening the long term acquisition of meaningful and usable bodies of knowledge, and of developing appropriate intrinsic motivations for such learning. [7]

It is hoped that these Outward Bound academic /experiential programmes may be making a significant contribution towards finding such methods of fostering long term meaningful learning and intrinsic motivation.

It must be stressed however, that these programmes are complementary to school programmes and while they may well influence new directions in education they are not intended to be nor do they in effect provide, an "alternative education" in the progressive education idiomatic sense.

A second major concept inherent in Outward Bound Schools programmes is the natural integration and free interchange of physical and mental activity. Outward Bound often suffers from misconceptions that it is a physical programme of adventurous activities such as rock climbing or canoeing. This is often as far as people go in attempting to describe or understand what happens during Outward Bound courses, although curiously they will often make comments such as "it makes men out of them", without stopping to think that some other processes must be involved. "Making men" is presumably involved with concepts such as personality, emotion, psychological states, maturity etc, and there is no simple causal relationship between climbing a mountain and instantly becoming "a man". There are obviously processes brought into action which are located not in the physical sphere but in the totality of the individual's being.

Again John Dewey gives good insight into the problems of treating physical and mental activity as two separate spheres and is well worth quoting at length.

> The very word 'pupil' has almost come to mean one who is engaged not in having fruitful experiences but in absorbing knowledge directly. Something which is called mind or consciousness is severed from the physical organs of activity. The former is then thought to be purely intellectual or cognitive; the latter to be an irrelevant and intruding physical factor. The intimate union of activity and undergoing its consequences which leads to recognition of meaning is broken; instead we have two fragments: mere bodily action on one side, and meaning directly grasped by 'spiritual ' activity on the other.
>
> It would be impossible to state adequately the evil results which have flowed from this dualism of mind and body. Some of the more striking effects may be enumerated:
> a) In part, bodily activity becomes an intruder. Having nothing, so it is thought, to do with mental activity, it becomes a distraction, or evil to be contended with. The body is, of necessity, a wellspring of energy; it has to do something. But its activities, not being utilized in occupation with things which yield significant results, have to be frowned upon. They lead the pupil away from the lesson with which his "mind" ought to be occupied; they are sources of mischief. This poses a problem for both student and teacher.
>
> The nervous strain and fatigue which result with both teacher and pupil are a necessary consequence of the abnormality of the situation in which bodily activity is divorced from the perception of meaning.

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> ..... c) On the intellectual side, the separation of "mind" from direct occupation with things throws emphasis on things at the expense of relations or corrections.
>
> There is no difference of opinion as to the theory of the matter. All authorities agree that discernment of relationships is the genuinely educative matter. The failure arises in supporting that relationships can become perceptible without experience. - It is assumed that "mind" can grasp them if it will only give attention, and that this attention may be given at will irrespective of the situation. Hence the deluge of half - observations, of verbal ideas and unassimilated "knowledge" which afflicts the world. An ounce of experience is better than a ton of theory simply because it is only in experience that any theory has vital and verifiable significance. 8

Dewey's statement, so eloquently and forcefully expounded, is a powerful one and in essence would raise few objections from modern educators as a theory of educative experience combining both the "body" and "mind" components of the learner.

The question that is provoked, of course, is how to achieve such objectives and at the same time fulfill the requirements of schools to have students learn and be able to handle a certain body of facts, theories and relationships prescribed by School Boards and Education Departments. (Again it should be emphasised here that Outward Bound Schools' programmes are not alternative forms of education but are aimed at maximising the successful and effective learning and development of students within the education systems - it is not reactionary but complementary).

The Outward Bound method is active, demanding full physical involvement of a type that is challenging and stimulating. It exposes students to real life experiences and draws its topics for learning out of such active experiences. However, this is only half the story. The other half is that the experiences are so guided and designed that they flow in a direction that is complimentary to those aspects of school subject areas and growth and development stages of the students that are appropriate and relevant to any particular group.

This position again closely parallels Dewey's suggestion that

> experiences, in order to be educative must lead out into an expanding world of subject matter, a subject matter of facts or information and of ideas. This condition is satisfied only as the educator views teaching and learning as a continuous process of reconstruction of experience. This condition in turn can be satisfied only as the educator has a long look ahead, and views every present experience as a moving force in influe what future experiences will be. 9

In every Outward Bound School's course the consequential and holistic nature of the programme itself and the fact that such programmes are designed as far as possible to be a corporate part of the student's ongoing, everyday school education, ensures that the influence and meaningfulness of the Outward Bound course is maximised.

The Cranbrook model has the even more significant dimension of being a four year programme which has an even higher potential in its sequential development from year to year and its full integration into the school's total education of the student.

A third major concept inherent in Outward Bound School's programmes is the promotion of learning or intellect through understanding based on experience.

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However as David Ausubel warns "the desire to explore, manipulate, and be stimulated does not, in and of itself, lead to disciplined learning effort. In its untutored expression it is directed moretoward immediate gratification" 10

As was discussed in Chapter 2, the basic procedure employed by Outward Bound is a form of guided discovery learning;through such a procedure students are stimulated to explore, manipulate and learn from their environment but are guided through a comprehensive programme which maximises the learning value of these experiences. The outcomes sought by such methods are reflection rather than reproduction, creativity instead of servibility of intellect and quest for understanding rather than acceptance of information.

It is emphasised that the totality of the learning experience is what is considered most important.

Dewey again provides insights into the objectives of Outward Bound programmes when he declares:

> Perhaps the greatest of all pedagogical fallacies is the notion that a person learns only the particular thing he is studying at the time. Collateral thinking in the way of formation of enduring attitudes, of likes and dislikes, may be and often is much more important than the lesson in geography or history that is learned. For these attitudes are fundamentally what count in the future. The most important attitude that can be formed is that of desire to go on learning. 11

By having subject matter flow out of experience and out of active involvement in a stimulating environment that demands understanding for survival, the students potential appetite for searching out understanding is increases. This approach has many advantages as it creates interest not only in the subject being encountered but in the principles of learning. It is then perceived as a more satisfying experience and so carries its own intrinsic motivation for further learning in general.

The key to creating this situation however, is the careful construction of experiences that are interesting, active, demand solution and have sufficient structure and fundamental knowledge available to the learner that he finds satisfaction in bringing the situation to a successful conclusion.

This situation parallels Jerome Bruner's statement that "the best way to create interest in a subject is to render it worth knowing, which means to make the knowledge gained usable in one's thinking beyond the situation in which the learning has occurred." 12

As educationalobjectives very little of that has been written in this chapter so far would not be acclaimed by most educators. However the freedom of the Australian Outward Bound School to act as an independent influence, free from strictures of state departmental requirements and particular educational institution politics and traditions gives it a much greater opportunity to respond to the identified needs and objectives of effective education. It has the prospects of ensuring relevance in education.- a growing concern amongst educators.

At a recent state conference of the Australian College of Education it was suggested that irrelevancies in education were a result of three factors.

> The first is that educational programmes are excessively academic or cognitive in content. There is a lack of serious attention to the social and emotional development of young people. 'Life skills' have been neglected by the school and other socializing agencies.

> A second criticism is that school programmes are excessively cognitive in form. Heavy emphasis is placed on use of the printed word and on lecturing. There is little experiential or activity learning. Contemporary research in educational and cognitive development points to the necessity for more concrete and life related materials and for more activity - based learning.
>
> Young people need to spend more time in 'maturing' environments where they have an opportunity to engage in co-operative tasks with a meaningful chance of success or failure, to produce work useful to others and to gain and use knowledge through action.
>
> The third criticism is that present educational programs misplace the learning emphasis. Most students' time is focused on learning relatively specific and unnecessary information. Instead, their energies should be focussed on developing basic approaches to learning how to learn, critical thinking, developing generalised principles, methods of analysis and synthesis, and application of knowledge. [13]

It is just such criticisms which Outward Bound is more readily able to respond to. As it is a complementary force in education it has potential for helping overcome these criticisms and problem areas in a wide range of schools and programmes throughout Australia. Its operation throughout states and systems also helps to ensure that it is a good cross - fertilizer of educational solutions and ideas. These features are in addition to the fact that as can be seen from studying the methods and educational philosophies and techniques outlined in chapters 1 to 4, the basic operational style of Outward Bound is inherently the antithesis of the criticisms of current education practices quoted above.

Throughout all of these considerations of course is the outdoor environment and adventure based activities that are two of the most observable hallmarks of Outward Bound. These features necessitate the learning of certain skills such as canoeing, rock climbing techniques, navigation, bushcraft, cooking. However just as in normal schools the topic (i.e. the academic content) can too readily dominate, so outdoor skills have the same danger in outdoor education. The outdoors and adventure based programmes can, as we have seen throughout this paper, provide an excellent medium for a most complete form of education, however only if properly conceived and professionally implemented.

Of all the weaknesses possible in this form of education, Nettleton in a recent paper Some Perspectives on Outdoor Activities comments on one of them when he points out that:

> Skills learning is of great importance, but once again the pursuit of skills often becomes, in practice, the apparent central objective of outdoor pursuits. When this happens educational development within the activity may be stultified. [14]

The theme which becomes apparent is that no Outward Bound programme, and particularly a schools programme, is automatically successful or fulfills its objectives just because it is based on adventure activities or just because it carries the name of Outward Bound.

In chapter 1 the general principles of staffing Outward Bound were discussed but it is worth reiterating the importance of the approaches, techniques and attitudes of staff in successfully implementing Outward Bound schools programmes.

In such an educative climate both the Outward Bound Instructor and school teacher must learn to reduce their omnipotent roles as teachers and become educational consultants, whose major energies are used in constructing free flowing and natural experiences and environments which themselves become the main educative forces.

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They then, have the role of guides on the tour of discovery undertaken by the students. They must be ever alert for the "teachable" moment, imaginative and genuine in their approach and dealings with students and confident and stable in their own professional ability so that they can afford to allow themselves and their students to engage in joint ventures of learning.

Needless to say, to carry out these roles successfully, and so contribute to the effective implimentation of such programmes requires other than ordinary personal and professional qualities and competence. This may be one factor which may be a natural limit to the widest possible adoption of such programmes throughout the Australian education system.

Some Impacts of Outward Bound Schools' Programmes

The most obvious impact that is had through Outward Bound programmes is that which is experienced by the students themselves. Although the whole of this paper is essentially an analysis and comment on the impact of Outward Bound on those participating in its programmes it is worth making some more specific comments here.

In his comprehensive paper An Analysis of the Impact of Outward Bound on Twelve High Schools, Dr. Joseph Schulze writes;

> The impact which Outward Bound related activities has had on students has been impressive. The areas of personal values, individual initiative and maturity are difficult to measure, yet evidence from personal journals, comments from teachers and parents indicates that Outward Bound has been a valuable influence on students. Many students have attained an increased sense of potential and accomplishments from the successes which they have gained in Outward Bound. This sense of self-worth and accomplishment is frequently carried over into the academic and extra - curricular activities in the school. Many students have found that the Outward Bound activities have made the academic aspects of school more relevant. [15]

There are too many reports of individual programmes which support these general conclusions to quote here. However, one report worth quoting at length is that which comes from an exhaustive evaluation of the East High School Senior Seminar in Denver, Colorado.

The statement of objectives for this programme included descriptions such as

> Senior Seminar is an attempt to provide learning experiences and personal growth and development in areas not dealt with effectively by traditional methods. It is not intended as an alternative form of education although to some students, it is just that [16]

and ,

> Senior Seminar grew out of the combined philosophies of Outward Bound and traditional public school objectives. The programme sections vary from Outward Bound type of wilderness experiences, to the quest for acedemic knowledge through experience and traditional book study.
> ..... The technique provided a real situation of understandable stress contiguous with highly - structured activities demanding co-operation from all members of a group in order to achieve a goal. [17]

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As can be seen by this abbreviated outline of goals and techniques the programme was designed and implimented along parallel lines to those programmes described earlier as being the main area of interest of the Australian Outward Bound School. In the absence of any comparable, extensive evaluations of Outward Bound School's programmes in Australia, the following results are reported rather fully. (Nearly 300 participants are surveyed in this evaluation)

> It is clear that the evaluative data reveal wide support for the Senior Seminar. 88% of parents believed the programme either should be continued or expanded. None suggested it should be dropped. The students, from their direct experience as participants, supported it at a 95% rate. A survey of graduates, who had previously participated and who now had the opportunity to reflect on this part of their education, indicates that 20% believe it should be continued as it is and 79% felt it ought to be expanded. Only 26% of staff, most of them not associated with the program, felt it should be discontinued. More than 70% believed it should be continued as it is, expanded, or changed in some way.
>
> 96% of student respondents felt their understanding of different cultures was broadened (cultural population of school was 75% Anglo, 15% black, 6% Hispano, 1% oriental, 3% not specified) 93% felt they understood themselves better, 94% increased their number of friends among different racial groups.
>
> Among seminar alumni 96% looked back on Senior Seminar as having helped them better understand themselves, 93% felt it helped them make friends, 92% said it assisted them to better understand society and 92% believed it helped them value the worth of education. The East High School staff listed self-learning, improved self-image, better self-goals and relevant meaningful education among the strengths of the programme. 18

It is notable that alumni who had time to reflect on the experience and time for some period to pass before evaluating the programme's impact on them, reported a success rate for the seminar that did not reduce but indeed improved in some areas. This would seem to reflect well on the meaningfulness of the experience for them in a far from transitory form. It contrasts rather clearly with the normal retention rate of school - subject matter referred to earlier in this chapter. (There is an accumulating series of interesting studies which show that "material learned under a condition of heightened srousal may not be recalled well immediately, but the learner may reminisce about the material and can recall it better at some later time " 19

It is not unreasonable to expect that such impacts on students are likely to prompt changes in attitudes of teachers. There is a growing awareness that the operation on such programmes has a very great impact on teachers as well as on students.

Schulze points out that

> One effect of Outward Bound related programmes in schools is to bring the faculty and students together in a different context than the traditional classroom. Stereotypes are broken down, and students and teachers begin to relate to each other in more under standing and tolerant ways. As the relationships between students and teachers become more personal, the learning process is enhanced. Many teachers feel they can relate more closely with students and many students feel that their teachers are now human, with feelings, concerns, and sensitivities not unlike their own. 20

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Many studies report similar findings on the effects on staff / student relationships arising out of joint participation on Outward Bound and related programmes. This is one of the reasons why the Australian Outward Bound School develops and staffs its schools' programmes, jointly with the school involved and does not simply staff a programme entirely from Outward Bound staff.

The general impact of such programmes can be considerable and can move out beyond staff and administrators in one school, to effect school systems.

For example, Godfrey [21] looked at Outward Bound as a strategy for organisational change in a large public school district and found that the project led not simply to significant personal growth and improved inter-personal relationships, but also influenced teachers in their work with both colleagues and their pupils. More significantly still, he found that the initial positive response of participants exhibited an enduring quality and that the Outward Bound project stimulated organisational change throughout the school district by involving a wide range of senior administrative personnel in addition to teachers and pupils.

Schulze summarised his own analysis of the impact of Outward Bound in twelve high schools in concluding:

> Once Outward Bound programs have been introduced and implemented within a school, they seem to serve in the role of catalyst. The Outward Bound process does serve to raise questions about the standard educational programs present in many schools. Frequently schools change as they revise procedures and implement new programs in the light of this questioning. Once the process of self-examination is begun it can lead to study and revision of school policies. Because the quality of the relationship between students and teachers is improved the atmosphere or climate in the classroom is altered and different types of activities or topics can be pursued or different techniques can be used. [22]

The impact of Outward Bound programmes can also be seen in more specific areas of school operations. In the school counselling and guidance area for example, R.A. Lovett in his paper Outward Bound: A Means of Implementing Guidance Objectives makes the statement that

> Although not claimed to be a panacea, I feel that Outward Bound has within it the basic structure and opportunities which would allow a school guidance counsellor to develop effective counselling relationships with his clients. In fact, many Outward Bound objectives are similar to established counselling objectives, and although not designed specifically as a counselling situation, participants achieve many of the same insights and attitudes from Outward Bound as they do from counsellor developed situations. [23]

Although this potential has not been exploited, (and indeed in Australia, this area remains untouched to date), it would seem that the educational counsellor could gain much by looking at Outward Bound or related activities in some form as a way of achieving greater success in counselling. Lovett's own study and his conclusions give some idea of the potential of adopting this strategy. He concludes that

a) Counsellors have a great deal of difficulty in fulfilling their role objectives in the school setting.

b) The Outward Bound program is structured in such a way that it fosters the fulfillment of counselling objectives.

c) students who have participated in Outward Bound seem to be more positively aware of self, more confident in decision making and more confident in interactions with others than those who have not participated in Outward Bound.

d) Guidance counsellors working in a programme that promotes the concepts of Outward Bound are more likely to fulfill their true counselling roles and are more likely to foster within students the concepts which guidance counsellors desire to promote than they would working in the traditional school setting. [24]

Although some of the more clearly theraputic aspects of Outward Bound will be discussed more fully a little later in this chapter, it is worth noting that within the area of Outward Bound School's programmes is a great deal of scope for providing significant assistance to special areas of education and underpriviledged students.

Connell (et al) in their recent study of city youth point out that

> The finding that sizeable numbers of teenagers report feelings of inadequacy, and disappointment with themselves, and are open to a range of moderate to chronic psychological reactions cannot be minimised, even against the general confidence and steadiness of the majority of Sydney teenagers. [25]

From the findings and research presented throughout this paper it would seem that Outward Bound is better equipped to overcome or at least ameliorate this condition in young people than are traditional schools. Outward Bound is not however, established for the full time continuous academic education of the person. Once again however the theme of this chapter is reinforced; that is that as a complementary force in the total education of the individual, Outward Bound has a powerful potential.

Numerous projects and studies ranging from work with students with specific handicaps, special learning difficulties (including dyslexia), disadvantaged backgrounds and adjustment problems all testify to this potential. Favourable results have also been found from Outward Bound and related programmes concerned with such specific problems as over anxious students [26], and potential high school drop outs. [27]

Tertiary and Teacher Education Programmes

Throughout the world a large proportion of students who attend Outward Bound courses are engaged in tertiary education of some kind. In Australia, they may come to Outward Bound through the sponsorship of their employers, or through service organisations such as Rotary, Apex, Legacy or Lions. They also come through their own desire, during university vacations, or through sponsorship by parents, friends or ex-students associations.

Under such circumstances of attendance these tertiary students are simply students attending Outward Bound who happen to be engaged in tertiary education in their everyday lives and as such have no more or less significance on a course than those who are unemployed, apprentices, tainees, senior school students or in any other full time occupation.

In the last ten years however, Outward Bound has moved significantly in areas of tertiary education just as it has in the field of schools programmes. Once again it is the American Outward Bound schools which have led in this development. It has not only developed programmes of its own with tertiary institutions and specifically for tertiary students but has also been a significant stimulus to the great surge in Outdoor adventure activities and experiential education that has had considerable impact in North America, particularly in the last decade.

An indication of this growth and impact is given in the 1975 Directory of Programs in Outdoor Adventure Activities edited by Alan Hale [28]. In its comprehensive survey it lists 49 elementary and secondary public and private schools and school groups which grant academic credit for outdoor education programmes. It also lists 20 universities and 27 colleges which grant academic credit for various outdoor experiential programmes.

At the time of writing, no university or college in Australia had taken up any similar accreditation scheme. This has probably largely been a result of both Outward Bound and related experiential programmes still being too well unknown in the broader education sphere, and the traditional course structure and inflexibility that has been the hallmark of long established, British influenced university and higher education until recent times. However with the growth of credit point plans operating in the newer universities such as Macquarie and Griffith, and the expansion of autonomous Colleges of Advanced Education, the prospect of such directions being adopted in Australia are considerably enhanced.

In his booklet Outward Bound and Higher Education: A Rationale and Outline for College Development F. W. Madrick points out that in Northern America Outward Bound has made

> efforts to extend and modify the initial approach and process into forms applicable to a broader range of learning environments and educational situations. This involvement has led Outward Bound into co-operative and supportive relationships with ... colleges and universities. The aim throughout, has been to work with these organisations in defining their needs and objectives and to respond with programs and services that reinforce existing commitments or identify new directions for innovation and development. [29]

As was discussed earlier in the context of schools' programmes, the success and impact of Outward Bound operating programmes with another institution comes from the process of "defining their needs and objectives and responding with programs and services".

Such a method of operation also leads to a diversity of educational approaches and a rigorous and dynamic growth in Outward Bound and related forms of experiential education in the tertiary area. This growth has led to a broad spectrum of programmes ranging from the Master of Education degree course conducted jointly by the University of Colarado and Colarado Outward Bound School, and the Master of Science degree in Experiential Education from Mankato State College, Minnesotta, to a large number of other tertiary institutions which give accreditation for attendance at a standard Outward Bound course or Outward Bound Teachers Course or other acknowledged experiential and outdoor education programmes.

The range of programmes also includes two particular areas of unique incorporation of such learning experiences. One is the Dartsmouth Outward Bound Centre, which operates in very many respects as a normal Outward Bound School but is a part of Dartmouth College, an ivy league College in Hanover, New Hampshire. It provides a wide range of experiential programmes, seminar courses in leadership and outdoor education as well as term long live-in programmes for Dartmouth students and standard, educational administrators' and special needs' courses for the public. This particular relationship between Outward Bound and a university of which it is a part, is unique in Outward Bound operations throughout the world.

The second concept which has fulfilled a unique role in tertiary education is that of using Outward Bound or a similar programme as an orientation to new life styles, responsibilities or identifications. The essence of such programmes is for students in their first year of university or college to engage in an Outward Bound or similar programme which brings the individual into social relationships and understandings unavailable normally.

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Through such a process and the effects on individuals that come from such programmes, an identification with, and preparation for involvement in, the institution and its community is fostered. Hale [30] lists 14 colleges and universities including such institutions as Cornel University and the University of Oregon, which conduct such programmes. There are however, many more, such as Princeton University [31] which Hale does not list.

The general impact and application of Outward Bound principles both in general tertiary education and in teacher training would appear to be considerable if the growth of such programmes is a reasonable success indicator.

More and more programmes are also being evaluated and so the body of research data available in this area is also expanding.

Some programmes have more specific objectives than others. The "winterim" programme at the Southern Illinois University Outdoor Laboratory, for example, was designed to provide not just a meaningful experience, but enhance man-nature relationships and understanding, through physically and mentally challenging activities. In an evaluation of this programme in 1973 by Harting [32] using two instruments (the Environmental Preference Survey and the Test of Environmental Comprehension) to measure change in environmental awareness, an analysis of the data showed significant change on both tests. These results supported the idea that this adventure oriented programme was effective in achieving its environmental education objectives.

It is not to be unexpected, as the raw material with which teachers work after graduation are people, and the understanding of self and other people is the central aim of Outward Bound; that Outward Bound has been found to be particularly relevant to the original training of teachers, and to educational administrators.

In Australia this is an area that has seen considerable growth in recent years and Australian Outward Bound programmes have ranged from three week long outdoor experiential education programmes for teachers to shorter action/ discussion based seminars for educational administrators. This is an area in which rapid expansion may be expected in the near future.

Once again the American evidence gives indications of the versatility and relevance of programmes which have been implemented in recent years. Many universities and colleges in Northern America give academic credit under their teacher education programmes for completion of Outward Bound programmes while others design specific programmes with Outward Bound for their institution. One such institution is the State University of New York which designed a programme with the Dartmouth Outward Bound Centre as an adjunct to an inner - city teacher programme. An evaluation of the programme by Foster (et al) [33] in 1971, found positive results overall and particularly that personality traits of men became more stable and women became more stable as well as more vigorous. This type of programme is of the joint venture type between Outward Bound and a teacher training institution, however Outward Bound has also been expanding its public Teacher programmes.

These Teacher Practica are programmes that attempt to achieve the same type of impact as a standard course, but also cater specifically to the needs, styles and aspirations of teachers as an identifiable group.

In the conclusion to their Evaluation of Outward Bound Teacher's Practica in 1969, Hawkes (et al) suggest

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> The Outward Bound Teachers Practica are available and innovative strategy for teacher education. The Outward Bound experience means a number of things - it is individual and collective, thrilling yet reflective, personal and professional, fearful yet inspiring confidence. It is an experience which influenced or changed many teachers' self images and views of their profession.
>
> The teacher who experiences Outward Bound has a good chance to establish meaningful and sensitive relationships with his students. Thus, Outward Bound is a most important vehicle for training the new breed of teachers so urgently needed in today's education. [34]

These Teacher's Practica have become so well accepted and fulfill such a fundamental need that they are now classed among the standard courses of American Outward Bound. The potential of this form of education to teacher training and in-service development would seem to be considerable. In the light of post 1969 progress and expansion in this field, the comments by Hawkes (et al) can be seen to be not overexuberant when they claim that

> Based on the evidence we have gathered for this evaluation (1969), our team is extremely enthusiastic about the use of special Outward Bound courses as a means of training relevant, capable teachers. [35]

The specially designed seminar or full programme for teachers is not the only way in which effective education of the teacher can take place through Outward Bound. As has already been mentioned in the section on schools programmes, there is very often considerable learning for the teachers involved in Outward Bound Schools' Courses.

Schulze, for example, points out that

> The impact which Outward Bound related programs have had on individual teachers has been immense. The programs affected participating teachers both personally and professionally. Teachers have found that they are more sensitive and aware of the concerns and feelings of students once they have taken part in some Outward Bound related activity. Frequently the Outward Bound activity is a new experience for the teacher. He is thrust into the role of a learner or student, a role which many teachers have forgotten. Often the teachers gain a new dimension of understanding with their students as a result of participating in an Outward Bound activity. When students and teachers participate together, the closeness and trust which is developed living in the wilderness or in the stress activity frequently lead to closer, more trusting relationships back in the classroom. These relationships, in turn, affect the tone and atmosphere of a school and also have an affect on the amount of learning skill taking place. [36]

Although it has not been exploited, this outcome would seem to be a particularly desirable one, not only for practicing teachers but as a meaningful avenue of practice teaching for teacher trainees. Some evidence to further support such a suggestion may be found in an evaluation of a programme which involved both Dartmouth College students and New Hampshire secondary school students in an Outward Bound programme.

> In addition to their role as participants in the course for college students, the Dartmouth students serve as the instructors and assistant instructors for high school courses. This proved to be an extremely valuable part of the Outward Bound program for college students. The college students felt a large sense of responsibility because of the stress situation in which the high school students were placed. For many, the role of leader and the feelings of concern and responsibility which they felt were the high points of their college career. [37]

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Such encounters with students (and themselves) could well prove invaluable to the trainee teacher, and of more worth than the equivalent time spent in learning theory.

In an evaluation of a special Outward Bound course called "Churchill Challenge" conducted by Northwest Outward Bound School for Churchill High School, Eugene, Oregon, the Churchill High teachers involved in the programme were interviewed. The response of one of the teachers gives a typical and interesting insight into the processes and outcomes of such experiences for teachers. He reported

> I really did learn. I had too many stereotypes about students. There was one kid that I had thought was sort of nothing. Here he was always first. He volunteered for everything. I saw a whole person for the first time. Society reinforces inhibitions. Here on the challenge, the inhibitions broke down. You can hardly cover up tiredness or blisters. I was able to throw off my protective coat and I think the kids liked me. I'm a better teacher. Its a different relationship. I found out that John Clyde, the vice-principal was a different person than I thought. [38]

This final comment brings attention to a particular person in the educational administration. In this interview quotation there is suggestion that the same barriers and misunderstandings which develop between teachers and students also exist between teachers and administrators.

It is interesting to see that in his interview, the vice principal referred to made comments such as:

> I learned a lot about kids.
> ...Teachers should be aware that their role is going to change, that they're going to be one of the crowd and not the authority figure they have been.
>
> Educators need to listen to young people, to share their thoughts, their ambitions. Outward Bound is a chance for all this. The barriers get broken down. [39]

The recognition that encountering the Outward Bound process, has great value forthe leading educator and educational administrator led to the introduction some years ago, of special Outward Bound courses for educational administrators.

There would seem to be two major areas in which educational administrators gain value out of the Outward Bound experience. First is that, as individual people they are positively effected by the experience and secondly that within the particular programme they gain fresh professional insights.

It has been pointed out that an Outward Bound experience in many ways parallels T-Group effects. In this regard research into the effects of T-group training on school administrators has shown [40] "positive changes in long range planning skills, skills in seeking and obtaining help, and ability in group work", further research on elementary school principals "[41] showed observed changes in interdependent behaviour communication and leadership skills, and group problem solving skills." While extrapolations from one area of study to another must always be treated with caution, there is little doubt that Outward Bound has very strong effects on people in directions similar to those of T-Group. In this and many other ways discussed in chapters 2-4 of this paper the participants in an Outward Bound programme (and it is reasonable to assume: no less so the educational administrator) comes to higher levels of understanding self and others. In the case of administrators, who are largely in the people business, this may be expected to lead to greater effectiveness as educators and educational administrators.

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It also may help them to see the processes within their own organisations, more clearly and provide some guidance in improving them. Schulze writes about an example of this and suggests:

> The superintendent of schools in Toledo, Ohio, is an ardent advocate of the Outward Bound process. He participated in a 5 day Outward Bound action seminar in Colorado and has been encouraging his faculty to go on the Outward Bound Teachers Practica. He claims that the Outward Bound experience is more important for teachers than for students. He said, 'Outward Bound has put some spark in the staff. It has served to revitalise people and put some spring in their step.'
>
> One of the principals of a Toledo High School took part in an Outward Bound course. He found that ' I can relate much better now with these young men and women! He has encouraged his teachers to participate in Outward Bound activities. [42]

The second particular area in which educational administrators seem to gain from the Outward Bound experience is in experiencing it as a process through which they gain and share meaningful insights into the broader processes of education.

The potential and scope of this line of approach is shown in the programme developed jointly by the Colorado Outward Bound School and Colorado Springs School District II.

The aim of this scheme was to develop a programme that encompassed a whole school system. The first area of the plan centred on involving students, the second area was structured

> around an organisational development model that addressed itself to a) personal growth, b) improved interpersonal relationships between district personnel, and c) organisational change and development, so that Outward Bound adaptive activities became a part of the process as well as an educational goal. [43]

Of the three levels of involvement planned (administrators, staff and students) the only section described here will be that centring on the educational administrators as it gives a good example of the scope of involvement possible.

Nold, in his outline of this programme points out that

> The administrative staff needed a better understanding of the concepts of experiential education if they were to accept them as being educationally relevant and develop some committment to them. A team of top administrators, including the superintendent, the deputy superintendent, the director of secondary education, and the three department heads took part in one of Outward Bound's experience based seminars specifically designed for educational administrators. It provided the opportunity of experiencing a mini-Outward Bound programme, discussing the philosophy and the method, and as a part of the process, an opportunity for interaction with a team of professional peers and an experience of personal renewal. This was followed by a second trip involving seventeen principals and assistant principals from the junior and senior high schools. Their response was highly supportive. [44]

This programme was further followed up by a Teachers Practicum and other training schemes for school district staff.

It would seem that involvement with Outward Bound is an area of development that has many prospects for the broader field of education

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and that very rewarding and unique programmes can be developed for tertiary students and teachers and educational administrators as well. The significant start on such programmes in the U.S.A. and the beginnings of rapid progress in Australia all testify to the relevance of properly and professionally designed and implimented Outward Bound programmes in the field of higher and teacher education.

Special Programmes and Remedial Applications

The main objectives of Outward Bound concern the maximised development of each individual human being. Consequently it can be seen as a concept appropriate to all human beings, and no less so to those who have handicaps than to those for whom the world holds greater promise.

It is recognised however that in order to achieve the maximum results for each individual, the programme needs to cater for his individual needs and be tuned to his abilities. The logical result of this view leads to Outward Bound designing special programmes for special purposes.

Outward Bound deals in taking people closer to the limits of their abilities and so there is little room for compromise in programming, as by definition compromises are central positions removed from outer limits. Hence to design a compromise course for people with severe physical handicaps and the athletic, would be unsatisfying, frustrating and ineffective for both groups. This does not mean however, that groups of people of different needs and abilities do not join in Outward Bound. Such programmes as City Challenge, operated by British Outward Bound, brought standard Outward Bound students into contact with people with special needs. These courses, begun in 1967, in Leeds, have proven very successful, but not because they attempted to put geriatrics, mentally ill, socially deprived, physically handicapped and destitute people into a standard course. Instead each group of people was involved in its own way, according to its own needs.

It is obviously a point of difficult assessment to determine when the advantages of having people of different backgrounds on the same course come to be disadvantages as these background or ability differences increase. The City Challenge programme was able to succeed and grow because it identified its aims and strove to provide a meaningful experience for its students primarily, and to assist those with special needs secondarily.

In his assessment of this programme Prof. Basil Fletcher points out that

> The willingness of young people to serve the needs of others is harnessed on such a course, but its prime purpose is to promote their own growth to maturity by giving them an insight into some of the very serious social problems of our time.[45]

Most Outward Bound special programmes however are not of this type but are designed to meet a more specialised need and for a more specific clientele.

Although schools programmes, higher education schemes, teachers practica and other courses mentioned so far are in fact special programmes, this section will deal primarily with looking at some of the courses conducted, or influenced by Outward Bound, which have a remedial quality or intent.

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There are many aspects of Outward Bound's operations which make it effective as a remedial force. The most important of these, that it centres on the individual, makes it very versatile in its application. (The City Challenge programme emphasises the fact that Outward Bound does not even have to be conducted in a wilderness setting - its best known hallmark.)

A second feature is that Outward Bound usually provides a neutral setting, "a place apart" from the normal environments which so often exacerbate any personal malcondition (if it is not in fact largely the cause). The new environment, social climate or attitudinal direction, involved in an Outward Bound programme often demands a change in outlook and an adjustment. Such a changed outlook or adjustment can then become the initial energy force and catalyst for further growth and change.

A further feature of Outward Bound operations which provides a base for remedial applications is the concept of challenge. The feedback from encountering and overcoming challenging tasks is real, immediate and personal. Challenge in a nurturing, supportive environment, staffed by skilled and understanding facilitators has powerful possibilities for positive change. (The counselling potential of Outward Bound has already been discussed.)

These features are supported by a group structure in operations which fosters co-operation, trust, mutual support and interpersonal understanding.

Another important feature of Outward Bound programmes is that they are clearly pro-active. That is, they do not teach specific terminal subjects to mastery. Rock-climbing isn't taught to produce rock-climbers, navigation isn't taught to produce explorers, instead all activities are directed towards learning about functions of the future; how to handle difficulties, how to organise oneself, how to handle responsibilities, etc.

It is through aiming at fundamental understanding in each person, of himself, of his feelings, of his strengths and weaknesses, and of his relationships with others, that Outward Bound has good prospects of effecting changes that are truly remedial and not simply palliative or cosmetic as so many social welfare schemes seem to be.

Given these general operating features, the application of Outward Bound into various areas of need becomes a very versatile concept and has in fact been used successfully in a great many areas. In this chapter only some examples from these many areas of application have been taken.

Although Outward Bound has not conducted any courses specifically for people who have abnormally high anxiety levels the effects of participation in Outward Bound on high anxious students gives a simple illustration of Outward Bound's potential in such areas.

Gaudry and Spielberger point out that

> The evidence clearly points to the fact that high-anxious persons tend to be self-disparaging, and lacking in self-confidence, and they have an unfavourable self-image and tend to be low in adventurousness.[46]

It is interesting to note that these negative conditions which are indicators of high anxiety are the same conditions which have positive outcomes from experiencing Outward Bound. In the light of this

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situation it is not surprising to find Koepke in 1973, after examining the effects of a Colorado Outward Bound School course on anxiety levels and self-concepts of 144 participants, reporting that students viewed themselves more positively and possessed lower anxiety levels at the end of the course.[47]

Some specific programmes have been designed which have had particular impact on "school drop-outs" and many more standard Outward Bound programmes have been seen to have impact in this area. Recent research on characteristics of drop-outs suggests that they are likely to be "anxious, defensive, self-centred, and to have weak peer group affiliations".[48] It can be seen from this paper that reduction of anxiety, confidence in self which reduces self defence mechanisms, improved social relations and location of self in community are all common outcomes of the Outward Bound experience. Hence it would seem not unexpected that Outward Bound would have positive influences on drop-outs or potential drop-outs.

In 1967 Naches and Roberts[49] conducted a study of students involved in an Outward Bound adaptive programme conducted with Adams County high schools in Colorado. The students were assessed in three categories: "top students", volunteers, and potential drop-outs. The conclusions reached in the study were that all students became more outgoing, sensitive to people and feelings, assertive and self-controlled. They also concluded that these changes were more significant for the students categorized as potential drop-outs.

Another 1967 study, by Schroeder and Lee[50] into the effects of Outward Bound training on forty non-achieving high school students found that at the conclusion of the programme the students perceived themselves as more active, more positive and less alienated. They regarded others more as individuals and peers and teachers as more positive and helpful. They also exemplified more mature goal-orientations and greater flexibility of means for goal achievement.

The potential of Outward Bound in the counselling process has already been mentioned in this chapter and is a further dimension in which Outward Bound may have particular prospects for potential drop-outs or students who are having difficulty in any form of adjustment.

A great number of programmes has been conducted with Outward Bound being used as consultants or in conjunction with Outward Bound, in the area of social rehabilitation. Programmes such as "Project Wilderness de Barrios in Los Angeles" has been working with Chicano (i.e. Mexican-American) youth who reside in socially deprived and restless ghetto areas. The basic format of an Outward Bound inspired expedition programme with counsellor follow up has had remarkable effects on young gang members and through them, the communities in which they live. Programmes such as this are indicative of the scope of application of Outward Bound type programmes if sensitively applied to areas of specific social need.

Probably the most significant, and certainly best documented work in this area has been carried out in the area of juvenile and young adult delinquency.

The most comprehensively evaluated programme is probably that by Francis Kelly and Daniel Baer who looked at some depth into the "Outward Bound Schools as an alternative to Institutionalization for Adolescent Delinquent Boys". They felt that although

> Outward Bound is not the panacea for delinquency in our adolescent population, results of the pilot studies in this area strongly suggested that it was an effective treatment modality for some.[51]

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They designed a study of one hundred and twenty adolescent delinquent boys including sixty control group boys from the same institutions and reception centre as the sixty experimental group boys.

The thirty experimental group subjects from the reception centre were placed directly at Outward Bound and paroled immediately at the end of the Outward Bound course. They formed the non-institutionalized group whose purpose was to examine the effectiveness of a brief term Outward Bound experience as an alternative to institutionalization. The institution boys included first time and previously institutionalized and parole violating boys. These subjects were to examine the value of an Outward Bound experience as a supplement to an institutional experience as well as its effect on recidivists.

> The primary purpose of the study was to determine if an Outward Bound experience was more effective in reducing further delinquent behaviour in adjudicated delinquent adolescent boys than a traditional training school experience. Effectiveness was measured by a comparison of recidivism rates in the two matched groups of adolescent delinquent boys. An additional purpose was to identify those delinquents for whom Outward Bound was a successful experience.
>
> It was not assumed that the present standard programme at Outward Bound schools was capable of being transferred en toto to a state operated facility for adolescent delinquents. It was expected that there would be modifications.

The investigators carefully evaluated the variables which may not have been able to be held constant through the experiment and point out some qualifications to the results, however they still conclude that the results:

> support the expectation that the Outward Bound experience could be a more effective method of reducing recidivism in adolescent delinquent boys than the present routine management of these subjects in public institutions.
>
> The 20% recidivism rate of the Experimental group is half that of the expected rate (40%) for boys of this age committed to the Division of Youth Services. On the other hand, the 37% recidivism rate found in the control group, approximated the base expectancy rate.[53]

In looking more specifically at boys who were committed for the first time they found that

> 33% of the first commitments recidivated in the experimental group, while 47% of the control group were returned. Since this outcome was significantly different for the two groups (which were initially matched for this background variable), it may be that Outward Bound has a greater influence on those delinquents who were committed for the first time than for those who had prior periods of institutionalization.[54]

The results also suggested that there was greater effect on the delinquent whose first court appearance followed the onset of puberty. This suggests that Outward Bound may be particularly significant to these young people in allowing them to resolve, or at least reduce their identity crises.

In 1974 Nold and Wilpers, in their paper Wilderness Adventure Training as an Alternative to Incarceration looked at this whole question of problem youth and the prospects of Outward Bound

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programmes achieving positive change in these students. In trying to identify why such programmes were effective they point out that

> The character traits of the delinquent have been summarized as follows: 1) low esteem, lack of confidence in his ability to effectively cope with and manipulate his environment;
> 2) inability to communicate, alienation from and resentment to others;
> 3) inability to delay gratification or pursue long range goals;
> 4) low threshold of frustration - impulsiveness;
> 5) inability to co-operate, to form mutual-trust relationships;
> 6) lack of information and skills related to successful adult functioning.[55]

As can be seen by the earlier chapters of this paper, the Outward Bound process is one in which such characteristics have maximised prospects of positive change. Nold and Wilpers, also point out how some of the Outward Bound processes may be significant in promoting change in these characteristics. They suggest that

> Feedback is immediate in terms of the result: porridge is burned if it's improperly cooked; a sleeping bag gets wet if a tent is inadequately pitched. An individual shares in the success that is only possible through co-operation, persistence and teamwork. The experiences provide opportunities to be successful, to help and to be helped. Sharing is essential and communications are improved. Stress situations compel a student to face his own reactions, his abilities and inabilities and to make decisions for himself. Frustration will not help one get up a rock face, and it is quite often impossible to back down. Peak ascents demand delayed gratification.
>
> Mutual trust is developed on an adventurous expedition. This is particularly important for the delinquent, as many have had few opportunities of "being trusted" or "trusting one another". Students are taught to "belay" the climber. That means that the student personally must assume responsibility for another person's life. The climbing student simultaneously must trust the fellow student, whom he has just met, with his life. It is a serious and meaningful experience.[56]

The general results of Outward Bound in this area of problem youth is particularly interesting as it often gives a clearer indication of the impact of Outward Bound on people in general. That is, those people whose behaviours and attitudes attract society's disapproval and therefore attention are more observable to change than people whose general behaviours and attitudes are more acceptable and therefore less noted.

In Australia there have been a small number of students each year since 1974 who have been sent from corrective institutions in the last period of their sentences. The numbers have been very small, (approx. 1 in every 200) and have been carefully selected by their institution. While no evaluation has been conducted, these students and their instructors have unanimously acclaimed the Outward Bound experience as being meaningful and having considerable impact. The small numbers and selective nature of this Australian experience no doubt has been an important factor in what is seen as a 100% success rate in this area.

Kelly, in his 10 year follow up to the original Kelly and Bauer study reported above, also points out how the selection of candidates influences results. He suggests that

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> Success at Outward Bound seems to be related to certain background variables . . .boys committed as "stubborn" and/or runaway children did poorest, for example if boys committing these latter offences were excluded, the Outward Bound group's recidivism rate at the end of one year would have been 13% (instead of 20%, as opposed to the control group's 42%).[57]

Kelly went on to conclude that "obviously Outward Bound is not a panacea for all delinquents but is an effective change agent for a significant number".[58]

This follow up study looked at the original 1966 subjects and the one year findings and compared them with the results five years later. It was found that recidivism did not hold at the levels of the one year later period. Although the results reduce the long term excitement about the original reduction in recidivism Kelly still concludes that the "result suggests that Outward Bound had an effect on some delinquents sufficient to sustain them in the community for a longer period than traditional treatment programming".[59]

He also pointed out that

> the short term duration (27 days) of Outward Bound was much more economical than the 9-12 month stay at an institution, since the average cost to send a boy to Outward Bound was $600 while it cost from $3,000-$4,000 to maintain him for a year in an institution.[60]

One of the programmes which grew out of the original scheme evaluated by Kelly and Baer was that called "Homeward Bound" by Lyman School for Boys, Massachusetts. In an evaluation of this programme by Willman and Chun they conclude:

> The Homeward Bound program as a model, utilizing the lure of adventure and challenge as in Outward Bound, gives strong evidence that a positive rather than a negative orientation can create better correctional results with concomitant public safety.
>
> On a 7-14 month follow up our study demonstrated that 20.8 percent of the Homeward Bound Group recidivated as opposed to 42.7% of the control group. This finding remarkably supports the earlier study of Kelly and Baer.
>
> Although chi square tests of the background characteristics of the Homeward Bound participants and Lyman School participants showed no significant differences between either group, several interesting factors were observed:
>
> 1) Homeward Bound participants are able to stay out of trouble longer than participants in regular institution programs. Only 38 percent of those who recidivated following the Homeward Bound program did so within the first 6 months as compared to 72% of the institutional or control group.
>
> 2) There was an increased chance of success in Homeward Bound as the chronological age of the participants increased.[61]

Similar results were found by Baer, Jacobs and Carr[62] in an evaluation of 60 male delinquents in 1975. Their comparitive evaluation over a five year period led them not only to the conclusion that there was a significant association between non-recidivism within a five year period and successful completion of an Outward Bound programme, but also that the rating of Outward Bound performance can provide a long term prediction of recidivism.

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While all of these general findings are promising a note of real caution should enter the discussion again at this point. Outward Bound; the words, the ideas or the programmes, do not have magic in themselves, they need to be carefully and professionally implimented to be effective. Difficulty sometimes arises when individuals, agencies or organisations become enthusiastic about the Outward Bound concept and its relevance or potential and then think it can be duplicated after elementary exposure to the process. This is not the case and is one of the reasons why Outward Bound guards its "trade name".

An example of the difficulty of simple transposition of the Outward Bound concept is seen in the Lyman School case quoted above. Kelly writes that the original programme conducted by Outward Bound gained results that

> were most favourable and the decision was made to institute Outward Bound like programs at a state facility.
>
> The Department of Youth Services decided to experiment by installing the program within a large institution (Lyman School). It soon became apparent there would be problems. A unique special curriculum such as Outward Bound is difficult to introduce into an old established facility since institutional staff are not the most flexible of people and this program demands flexibility. Consequently, the pilot effort at Lyman was aborted and one modelled on Outward Bound installed. In 1970 twelve Youth Service staff trained by Outward Bound, and some Outward Bound staff, formed the nucleus of what was termed the Homeward Bound component of the Department of Youth Services.
>
> Approximately three hundred boys a year have completed the year round Homeward Bound programme since its inception in 1970.[63]

This example illustrates how the right formula is needed to ensure that programmes are indeed effective. It also shows the potential of Outward Bound in areas of special need. The scope and impact of Outward Bound is particularly well illustrated in this area for dealing effectively with social and delinquent problems of young people.

The ramifications of this process are well indicated by the conclusions of Willman and Chun who suggest that

> many features of Outward Bound could, with much difficulty, be incorporated into a regular training school structure and that this could supplement, if not provide an alternative to, institutionalization.
>
> We feel, however, that for those states who undertake such a program, they will be faced rather quickly with the decision of closing one or more large and generally ineffective training schools. For it is obvious that Massachusetts, which has already closed three large training schools for boys, was aided immeasurably by sending 300, 14-17 year old adjudicated delinquents through the Homeward Bound programme rather than through a traditional 6-9 month training school experience.[64]

Juvenile delinquency is not however the only area of special need that may be well served by the Outward Bound process.

Attention so far has been in more detail on this area and the area of school adjustment only to provide some greater depth insight into the educational processes and possibilities of Outward Bound in remedial areas and in cases of special needs. There is however a very broad span of other areas which could be covered in detail but will be scanned only briefly here.

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One of these areas, and one in which Australian Outward Bound has become increasingly involved, is that of programmes for the mentally handicapped. Obviously the programme aims have an emphasis shift away from an understanding of self in a holistic form towards a component emphasis such as increasing skills, developing social and individual responsibility and increasing self-confidence. The range of activities is almost the same as for standard courses although the degree of difficulty and duration of time engaged in any activity and period between action and feedback all are very significantly reduced.

Each programme is specifically designed for different ability levels. For example, in Australia courses (of up to 14 days) have been conducted for slow learning adults who are about to enter the normal workforce from sheltered workshop positions; workshop attendees, and even younger 12-16 year olds from a hospital for the mentally retarded on a modified Pack & Paddle programme.

In these areas the programmes must be very specifically designed for the client group. In addition to the actual experience, pre-activity involvement and follow up is often essential for effective carry over into the person's life situation. As an experience in self-worth, increased independence, enhanced ability to work with, react and socialise with others, and developing self-confidence these programmes are already having impact and show considerable potential.

As two other examples of Outward Bound programmes in special areas there are some interesting reports on schemes for the hard core unemployed and also for institutionalised mental patients.

A scheme called "Manpower Challenge" was developed by the Adolph Coors Company of Colorado and the Colorado Outward Bound School. It focused on pre-job training for the hard-core unemployed. Men were recruited off the welfare rolls, among probationers from the state penitentiary, and through the state employment office, and all went through a specially designed Outward Bound course. Foremen from the plant took part and there was some follow up assistance and jobs provided in the reclamation yard of the Coors recycling plant. After ninety days probation they became full time employees in production and other jobs in the plant.

> Operating since 1968, 107 trainees and 23 supervisors completed the programme in the first three years. Of these, 97 had been hired by Coors and 57 are still on the job. Eight of those who left were known to have found other employment, 3 were in military service, giving a success to the programme of 71% employed.[65]

There have also been some interesting programmes at the other end of the employment spectrum. i.e. for executives and managers. In some particularly interesting cases, management teams designated to establish new plants or commercial enterprises have completed a special Outward Bound programme together as part of the team building, effective inter-communication and individual and group potential realising process, before commencing the project. (This procedure has also been used a number of times by groups of professional people about to tackle problems in areas of social concern such as the "Outer Limits" project initiated by the Anti-crime Commission in Newark, New Jersey,[66] the Urban League of New York City[67] and the "Urban Bound" programme developed with the Juvenile Court of Denver.[68])

Jerstad and Stelzer introduce their report Adventure Experiences as Treatment For Residential Mental Patients with a simple quote from one of their programme participants which reveals the core of all special programmes:

> If I can do this, I can solve my own problems"[69]

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Jerstad and Stelzer surveyed the prospects of using "adventure model" programmes in the treatment of mental patients and evaluated a programme conducted in 1972 for the Oregon State Mental Hospital. The fifty one volunteer patients were chronically ill mental patients ranging in age from adolescent to elderly, included all types of diagnostic categories including schizophrenia, manic-depression, and criminally insane (including rape and murder). Length of hospitalization ranged from a few weeks to 27 years. Jerstad and Stelzer report that:

> Results achieved during this first adventure camp conducted for chronically ill mental patients were startling. From the first day arrival where patients huddled timidly against the walls of the day-lodge building to the third day breakthrough of Joey who had killed his father and would talk to no-one, the strides were great...
>
> The adventure activities by nature required that individuals were responsible to one another, thus fostering a desire to live up to one another's trust...
>
> A measurable indication of the 1972 programme's success is revealed in the fact that 31 of the 51 patients involved have been released from the hospital, including one individual who had been hospitalized for 24 years. While some of those released entered other kinds of supervised homes, others left with no further treatment.
>
> That patients with severe mental disabilities could advance so markedly after such a short programme is a phenomenon with tremendous potential for recreation therapy.[70]

Although this programme was not conducted by Outward Bound, it illustrates well, the extra-ordinary and powerful potential of well designed programmes of the Outward Bound type if carefully constructed and implimented. It also shows the great range of possibilities and scope of areas in which such programmes may make a significant contribution to fulfilling society's more special needs.

Industry and Outward Bound

It is an indication of how quickly industry saw value in, and provided support for Outward Bound, that by 1957, "seven hundred and twenty six industrial firms supported the Outward Bound Schools"[71] in Britain. This support has traditionally provided the great majority of students to British Outward Bound Schools.

In Australia this tradition has been followed, though to a lesser extent, with industrially sponsored students comprising between 40 and 60% of Australian Outward Bound School students in the five years between 1972 and 1977.

The interesting question which arises is why industrial or commercial firms sponsor their employees to Outward Bound courses?

The beginnings of an answer comes from Prof. Fletcher's 1971 report in which he suggests that there are

> very different motives in the minds of individual sponsors. For example, some industrial sponsors award a place at Outward Bound as a reward for exceptionally good service to the firm. Others deliberately select near-failures in the hope that a course may save them from dismissal. Between these two extremes all kinds of motives are quoted as influencing sponsors...
>
> About 80% of all sponsors said that they sent students to the schools in order to produce an all round development of character, whilst 40% spoke of their more specific hopes that a course would either develop leadership qualities or develop the ability to work

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with people of all kinds, or both.

> Whatever the sponsors' objectives, 98.5% reported a high or moderate degree of success in their achievement. So only 1.5% of students sent on courses disappointed their sponsors. These figures agreed very well with the views of students, since only 1% reported that the course had been a failure for them.[72]

The only study of industry reactions to Outward Bound in Australia was conducted in 1969. It was a survey involving depth interviews and group discussions conducted by psychologists. They made it clear that the concern of the study was "essentially qualitative, and no attempt made to attach numbers to any of the findings".[73] The survey report included the finding that

> The executives of sponsoring companies who were interviewed in this study clearly indicated their belief that Outward Bound provided an opportunity for the development of young employees which could not normally occur within the company itself.
>
> Typically, training or personnel officers appear to have a highly favourable attitude towards Outward Bound based both on their perceptions and expectations about it and on their experiences of young men and women who have attended Outward Bound.[74]

This 1969 Australian report also revealed similar results to those to be reported two years later by Fletcher in Britain. Fletcher found that

> The firm belief of sponsors and students alike is that the influence of a single Outward Bound course is very persistent: 55% of sponsors believe that it lasts for life, 38% that it lasts for several years and only 7% that the influence is short lived.[75]

Fletcher went on to report that sponsors felt that 19% of their students had received promotion as a result of attending courses, while 22% of students felt they could attribute promotion to having attended the Outward Bound course.[76] These statistical reports seem to reinforce the more generalised suggestions of the Australian study which concluded that

> Employers had no critical remarks to make about the effects of Outward Bound courses on the people they had sponsored. In every case, they thought that the young men and women had been impressed by the course and had been improved within themselves. This improvement was always spoken of in terms of confidence, "a new outlook", greater self-reliance, and the emergence of leadership potential.
>
> The point was often made that it was impossible to measure the effects of an Outward Bound course in the long term, but the general view seemed to be that it had been proved worthwhile. The short-term enthusiasm often did not last, but it was assumed from the successful advancement of many young men who had attended Outward Bound courses that there was long-term benefit.[77]

The reasons for such observations are obviously complex and any attempt to analyse them here must be all too brief. However the fact that industrial sponsorship to British Outward Bound is now a phenomenon which has continued for well over thirty years and has been a feature of Australian Outward Bound since its inception in 1956 all indicate that results must be acceptable and the outcomes worthwhile for such a situation to continue. An even more significant factor may well be

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seen in the increasing industrial sponsorship of Outward Bound and of students to Outward Bound in the United States over the last decade although there is almost no tradition at all of this happening prior to this time. Similarly the increasing range of applications industry is finding for Outward Bound, especially in the United States, all suggest that the Outward Bound process has something worthwhile to offer industry and commerce (and government and semi-government instrumentalities).

It is noteworthy that although industry seems to value its involvement in Outward Bound, in fact Outward Bound conducts very few courses of any type which could be construed as having a direct relationship with the technical skills of industry. Instead its reputation comes from its effects on people. This indeed is probably why the relationship between Outward Bound and industry is so effective, and while it will continue to be so whilever commerce and industry needs and serves people. Industrialists are as much in the people business as Outward Bound. What firm can exist without people? What firm can exist without good people? What firm can afford to reject a possibility of developing better people?

It is interesting to look at some of the ways in which Outward Bound may be achieving the satisfying results reported earlier in the 1969 Australian, and 1971 Fletcher studies.

The major aim of this paper throughout has been to investigate the potential of the Outward Bound experience to enhance the development of the individual. Hence for full discussion on concepts such as self-image and achievement motivation earlier chapters may be referred to. It may however be of some value here to look at what applications in the industrial area, some of these concepts in personal development have.

Korman, in 1970,[78] for example, investigated the way in which individuals are motivated to work. He found that people perform in a manner consistent with their self-image. His studies also suggest that only people with high self-esteem, i.e. a self-concept of competence, try to achieve ends which they see as desirable. He also found that most satisfaction is derived from attainment in situations which are in balance with a person's self-perceptions.

Few industrialists would disagree that a satisfied employee is not more valuable than a dissatisfied employee and few with a knowledge of Outward Bound would not see its value in clarifying self-image and increasing self-esteem.

Herzberg's[79] studies in this area also throw interesting light on the potential value of Outward Bound in the industrial scene. According to Herzberg good working conditions and satisfactory social relationships at work can only serve to make the job tolerable. He found that dissatisfaction and satisfaction sprang from two different areas of influence. This led to his Two Factor Theory, which in general suggests that satisfaction at work appears to be associated with such factors as responsibility, achievement, recognition and the work itself, i.e. the work "motivators"; dissatisfaction on the other hand appears to be associated with such factors as pay, working conditions and the quality of supervision i.e. what Herzberg calls the "hygiene factors". Under this theory effecting a change in hygiene factors, i.e. improving working conditions can only avoid dissatisfaction, it cannot increase satisfaction.

Improvements in satisfaction and work performance can be brought about only by change in the "motivators", which help the individual fulfil the need to self-actualize.

In combination, Korman's idea of people performing according to their self-image and Herzberg's concept of satisfaction from achievement, are

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a powerful force on industrialists to make every effort to ensure that their employees have maximised opportunities to develop positive self-images. The value of Outward Bound comes particularly in providing just such an avenue for the industrialist.

McClelland's theories of achievement motivation which were discussed more fully in chapter 2 would seem to have particular application in the Outward Bound/Industry relationship. Outward Bound was seen to have good prospects of increasing achievement motivation. Individuals high on achievement motivation tend to approach achievement related activities and persist in them longer because they see success or failure as determined by their own efforts. It is not unreasonable to assume that people with increased achievement motivation make better employees as long as the employer knows how to handle and use this increased motivation.

Quite apart from these deeper personality factors which may be developed through Outward Bound and so encourage more effective or positive behaviours, attitudes or achievements in the industrial sphere, Outward Bound may also have an effective application in quite a different way.

As workers (as with all people) become more consumer-oriented and real involvement, stimulation and action drifts out of leisure activities, the human need for genuine action and stimulation goes more and more unsatisfied and this unsatisfied existence is brought into the work place. In many respects Outward Bound is a "shot in the arm", not only for the increasing number of people over 30, a majority of whom are businesspeople and professionals, who are attending Outward Bound Adult programmes.

Harold Drasdo points out that

> it seems to be true that all creatures above a fairly clear biological horizon cannot work at optimum efficiency without stimulus at fairly frequent intervals. We hear of a European zoo which tried to stock and breed a rare species of antelope for years without success. By chance one day a young leopard was walked past the cage. The animals became extremely agitated. It was found that in order to keep them in perfect condition it was only necessary to submit them to this experience from time to time.[80]

Maybe for many Outward Bound participants, especially on adult courses and the increasing number of business executives' courses in North America, Outward Bound is just the right leopard to walk past their cages.

There may well be an element of this approach in the increasing number of business executive courses conducted by Outward Bound. An interesting case of this comes from the use made of Outward Bound by the Adolph Coors Company of Colorado (the same company which successfully recruited employees from the hard core unemployed - mentioned in the previous section of this chapter).

In a report in Newsweek, 1971, of the Coors Company use of Outward Bound it was pointed out that Coors is one of several companies, including Gates Rubber Co., International Business Machines Corp. and Martin Marietta Corp, who send executives on Outward Bound management courses. In describing Coors, Newsweek pointed out that

> Adolph Coors Co. last year sold 7.3 million bbl of beer. It intends to be selling three times that amount by 1980, a heady goal that will put the Colorado brewers penchant for teamwork to a severe test.

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> Teamwork is the essence of Coors management. Like many other companies, Coors has discovered Outward Bound, the school that teaches teamwork and self renewal through physical experience.
>
> Coors has put 20% of its management group including five of the seven vice-presidents through Outward Bound courses. Whether teamwork has done it or not, Coors is an efficient brewery.[81] It is No. 4 in beer sales nationally though its beer is sold in only 11 western states. Since virtually all Coors' goals involve crossing organisational lines, committees are a way of life at the company. Committees pinpoint responsibility and gather the best talent to solve a problem, says Coors. And, he adds, they act as a training ground for managers on the way up...
>
> The thrust of Coors' management training is Outward Bound. 'You can send a manager to Harvard Business School for a five week cram session, but have you done him any good? Does he only need those skills? asks Coors.' "They serve to improve skills of management but the problem of management is one of motivation."[82]

Coors has obviously looked carefully at its management needs and . . like an increasing number of companies, concluded that Outward Bound has a very real contribution to make in the area of management development. Newsweek describes Coors as a "financially conservative" company, but also point out that excluding transportation and work loss costs, Coors still invested over $100,000 in Outward Bound management development in the first three years of the programme up to 1971.

Obviously this company and others in the field see Outward Bound as a good investment in management development, and an indication of it being considered good value for money seems to come from evidence that such programmes and involvement of management in Outward Bound programmes has increased in the mid 1970's despite a general uncertainty in business and the world economies.

The results observed by companies are supported by general research evidence in this field and once again the evidence of interpersonal competence and greater effectiveness of managers has been proven to increase significantly as a result of Outward Bound type experiences.[83,84]

It is interesting to note however, that although the concept of using Outward Bound in industry would seem to be a progressive and relatively new idea, as early as 1957 observers of Outward Bound were writing:

> The greatest value of Outward Bound to industry, is then, perhaps, above all, this formative influence of the team situation: for in microcosm it provides - and, indeed, perhaps enforces - the opportunity for discovering confidence in social relationships, based on the execution of a common, worthwhile purpose, and not merely fostered by easy "matyness". Such a team situation, also, because of its simplicity, is one in which ideas of worth tend to come to the surface, are easily discussed and can be frankly assessed for their practical and enduring value.[85]

It would seem then that evidence suggests that Outward Bound may be relevant to, and have an effective place in, industry for both employees and industry. It may also however have a significant contribution to make to those either about to enter the workforce or in their early years of attempting to adjust to this new life-situation.

In their recent comprehensive study of young people in the city of Sydney, Connell (et al), point out that

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> in the workplace they encounter an already-defined programme of work, and in this sense the experience, and the nature of the pressures exerted, is like that of a school. But the rationale of the work is different. The school in its basic logic is centred on the children, attempting to provide something for them; the workplace is not. In moving from school to work the teenager has moved from being an object to being an agent; from being the end product of an activity, to being the tool of someone else's ends.
>
> Whatever the job, the workplace imposes the impersonal discipline of labouring for seven or eight hours a day in furtherance of ends one has no interest in, according to criteria one has had no part in setting. [86]

This new experience means re-locating many attitudes, adopting new behaviours and meeting new expectations. Hence it is a time of heightened sense of transition and of heightened need to understand self and what is happening to the self in this new environment. It is a time of adjustment and of determining directions and evaluating goals. All of these processes have, as can be seen by the first four chapters of this paper, the potential to be enhanced and developed through the Outward Bound experience.

In the Connell study, the investigators also looked at the personal concerns of young people and found that of the high school sample 57% of boys, and 55% of girls indicated their greatest personal concern was "choosing a future job" [87]. This was the highest factor of concern for both boys and girls (followed only by average 50% concern on "How well I do at school", and then a long drop to average 37% concern about personality). It is interesting to note that in the "left-school" sample 41% of boys and 39% of girls, averaging 40% for both, indicated they had greatest concern about "How well I do at work". [88]

The question arises about how well young people are prepared to cope with their workplace concerns. The major preparatory area would be expected to be the school, however the school may not be geared for this and there is increasing concern in society that schools may not be teaching what is most relevant to the future (and even present) needs of its students.

This opinion certainly seems to be held by the students themselves. Connell found for example that only 17% of boys and 14% of girls replied "a great amount" to the question "How much of the things you are studying in school deal with the things you really want to know?" while 25% and 30% said "very little" and the rest "a moderate amount".

Maybe this is a contributory cause of the frequently disoriented expectations of young people when they enter or are about to enter, the workforce. Connell also looked at this question and found for example that of the 17-18 year olds 69% of boys and 74% of girls expected to enter "professional" jobs on leaving school whereas the actual "professioanl" jobs held by teenagers in the out-of-school sample were 13% for boys and 17% for girls. Similarly, 13% of boys and 8% of girls aged 17-18 indicated they expected clerical jobs while 26% of the boys and 59% of the girls in the 17-18 year out-of-school sample were actually working in clerical jobs.

It would appear from these considerations that many young people commence a new life of employment with unclear or distorted expectations and little real understanding of these new life demands and environments. It would also be apparent that this heightened transitionary process demands much greater understanding from the individual of himself, of other people, of his own expectations, of his strengths and his weaknesses.

Schools obviously go some way toward providing this insight but for most people they cease contact even with schools at age 15, or for others age 18, and then there is little opportunity available.

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It is into this gap that Outward Bound steps with its programmes designed specifically to fulfill this need.

In the case of women, the Outward Bound experience may provide an even more significant opportunity for this process of self-discovery as there is still less time and energy spent in providing women in the workforce with training and development programmes that are likely to increase their sense of self and location in the industrial field.

In 1966, Strutt produced some interesting results in this area. She studied the influence of Outward Bound courses on the personality of girls and concluded that, as compared with the matched control group

> the O.B. girls had become more stable, less aggressive, livelier, less sensitive, and they thought that they were more confident and more dependable and less tense. The sponsors also considered them to be less reserved and less sensitive.
>
> More O.B. girls were still working for the same employer and more had achieved promotion than their control group partners.[91]

It would seem then that both in theory and from observations, Outward Bound has very good prospects of producing positive and lasting results for young people sponsored by industry (and possibly has a particular value for those newly engaged or about to enter industry).

The only exhaustive, quantitative study available in this area unfortunately is Prof. Fletcher's 1971 report, however it certainly provides some clear results.

He reported that

> The analysis of the results of this large-scale survey showed that sponsors and students alike were in very close agreement that the courses produced character development of a kind that can be mainly grouped under the headings of (i) increased self-confidence, (ii) greater maturity and (iii) greater awareness of the needs of others and greater ability to mix well. For example:
>
> i) 86% of students believed they had increased in self-confidence during the course and 70% of sponsors reported observing a marked change in them.
>
> ii) 78% of students believed they had increased in general maturity and 73% of sponsors agreed.
>
> iii) 64% of students believed they had become more aware of the needs of others or improved in their ability to mix well, whilst 43% of sponsors reported noticing this change.[92]

Research and Evaluation of Outward Bound

In any area of the study of mankind, and particularly where affective considerations are present, enthusiasm for the concepts, principles and techniques of the studied field can cloud objective observation and research. Those involved in Outward Bound are very much aware of the changes they observe in individuals attending Outward Bound courses. They become very enthusiastic about the changes, and the developments they see and the feelings that surround such changes.

They also gain some perception of the potential of such experiences for the personal growth and development in understanding of the participants in Outward Bound programmes. This naturally promotes discussion

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and interchange of ideas between those who have become enthusiastic about Outward Bound and also naturally acts as a stimulus to their crusading zeal and their attempts to bring this "enlightenment" to those outside.

This situation is, of course, a very common one, and certainly not unique to Outward Bound. However the incestuous relationship inherent in sharing an enthusiasm in a field and supporting the observations, theories, extrapolations and research of others within that field is not a healthy one. While reading, analysing and evaluating the publications, views and research of one's colleagues in a field is valuable, there is the need for an extension of investigation into the conceptual frameworks, broader concepts and impinging and overlapping theories and research from other disciplines.

It is for these reasons that this paper has intentionally set out to explore a wide range of sociological, psychological and physiological theories and areas of research and has moved into discussion of more specific areas, such as group dynamics, T-Group theory, and organisation theory. From these broader positions, views of Outward Bound can then be placed in perspective. This paper has also tried to not restrict itself simply to examples from Outward Bound populations but has instead sought out parallel or similar situations or populations of research subjects. In this regard major studies such as those of Connell (et al) [93] in Australia and Coleman [94] in the U.S.A. provide a useful comparative base.

As the major thrust in this paper to this point has been to look at Outward Bound in the light of general theory and the body of knowledge available about humans and their relationships and development, it has tended to scan the research literature more specifically on Outward Bound and related programmes in a rather cursory and generally supportive manner.

At this stage there is then, a need to draw more particular attention to such research: to see what datais available, of what type, how useful it is, and what conclusions can be drawn from it. In other words this section will attempt to scan the type of information available on Outward Bound and evaluate its usefulness.

Types of Research and Information on Outward Bound

The most obvious form of literature available on Outward Bound includes promotional literature, brochures, pamphlets, descriptive reports etc. This is the most useful form of information on Outward Bound programmes, and activities. However, although it almost invariably includes descriptions of expected or potential reactions or outcomes of the course, these more "analytic" descriptions tend to have little real value for the serious evaluation of the process. For example the fact that a brochure talks about "the challenge of rock-climbing", the "re-evaluation of goals on solo", or a "confidence building" ropes course does not"per se" necessarily mean that challenge, re-evaluation or confidence increase, are going to be either reactions of participants or outcomes of the course.

Consequently such literature, although rarely if ever, likely to misrepresent the situation, is nevertheless too lay oriented in its lines and conclusions to be useful in evaluating the Outward Bound process. It is for this reason that this abundantly available source of information plays no part in providing resource material for this paper.

Another form of information which exists in great quantity, although far less in circulation, is that of Instructor's Manuals (or"Standard Practices" as they are called in Australia). Almost every Outward Bound School throughout the world produces a document of some type in this area.

Such manuals often include policy and methodological statements which give good insights into the policies, techniques and philosophic approaches of the particular school. Even if these statements are not articulated in this form they almost invariably appear vicariously through the programme structures or skills training techniques which are the central feature of the manuals themselves.

Generally these manuals are not available outside of the particular school or the Outward Bound network and have been the subject of very little evaluation themselves.

Both the "public information" literature and Instructor's Manuals tend to be kept very up to date, and combined, are probably the best source of information on what is happening in Outward Bound at any given time, even if their evaluative value is limited.

As Outward Bound is now nearing entry into its fifth decade, it is not to be unexpected that it has attracted some attention to itself in an historical perspective. Sources on the history and developments of Outward Bound range from Impelled into Experience[95], by Jim Hogan, the first warden of the first Outward Bound School, (a personal history of the early days and later developments), to a collection of papers on historical aspects of Outward Bound edited by David James[96].

Such sources as these provide useful insights into the way Outward Bound has changed, developed, expanded and striven for relevancy and impact during these decades. They provide perspective and a sense of location and identity to the whole of the Outward Bound movement, and particularly provide a sense of "where we've been" for the younger bloods of Outward Bound (such as North American and Australian Outward Bound) in their search for "where we're going".

Interest in the educational concepts and practices of Outward Bound and their origins have evoked the interest of a number of academics, and universities throughout the world are seeing an increasing number of doctoral and Masters theses on various aspects of Outward Bound. The early ideas, and the founder of Outward Bound, Dr Kurt Hahn, have also attracted such attention. One of the most recent contributions in this area is a work by Colin Hook[97] at the University of Sydney on Kurt Hahn: Educational Innovator.

In addition to these historically and biographically oriented sources which, although generally well researched, have a subjective element of close involvement with the person, processes or history which constitute the subject matter; there is an area of literature on Outward Bound which arises from a less researched base. Such material often stems out of close involvement and a good rapport with the themes, aims, techniques, philosophies and programmes of Outward Bound and consciously (if not also conscientiously) avoids drawing on research or evaluation and relies entirely on the strength of the involvement and subjective reporting of the writer. (Often a participant observer, or a closely involved observer.) A typical example of this kind of literature on Outward Bound is McArthur and Bergman's Report on the O.B. learning/living term program at Dartmouth College[98]. Such subjective reports help provide a field against which more closely controlled, objective research reports can be interpreted and compared. Consequently, although they do not contribute to an academically respectable bank of hard data they do have a legitimate place in the overall view of Outward Bound.

Another important and growing area of literature on Outward Bound is the evaluation of processes. These contributions tend to fall into two types. The first usually constitutes an attempt at synthesizing and conceptualizing the processes into more manageable forms. Typical

of this type is Walsh and Golins' recent paper The Exploration of the Outward Bound Process [99], which attempts to identify the principles inherent in the Outward Bound process and then develop concepts, schema of the process, and analysis of applications of the process in an attempt to de-mystify and uncloud the complexity of the Outward Bound experience. Although it provides no new evidence, and does not engage in any research itself, this form of contribution has a particularly useful part to play in increasing the prospects of clear understanding of how Outward Bound works.

The second type of investigation to fall into this area is similar to the first in terms of its attempts to synthesize, conceptualize and draw conclusions, but is based at least in part on its own original research findings. Typical of the best of this form is the excellent series of studies by Mary Lee Smith and Others. Commencing in 1973 [100] with a report on a Project to Design an Evaluation of Outward Bound Smith's team produced a report in 1975comprising two parts, a research report and a participant/observer report. Entitled an Evaluation of the Effects of Outward Bound, the authors explained that

> Although no detailed theoretical explanation has yet been given concerning the psychological relationship between the Outward Bound experience and its expected results, several studies have been undertaken to test the effects of the experience on those variables thought to be important. These studies have been impaired by a variety of design limitations, so that a definitive empirical demonstration of program effects has yet to be made. The present study was undertaken at the request of the Colorado Outward Bound School to make such a demonstration. The purposes of the study were to define and measure outcomes of Outward Bound, and by using quasi-experimental research design, to determine whether these outcomes were caused by the program. [101]

This report was followed by a further Final Report: Experimental Study of the Effects of Outward Bound by Mary Smith in 1976. [102] This highly objective, original research based report found difficulties even in the experimental design of her earlier reports and provided ruthlessly impartial hard data on which to base clear conclusions and evaluations. This form of research illustrates more than any other that Outward Bound, both as a topic for further research and as a researcher into its own processes, has come of age.

A similar form of investigation, in that it engages in original research and attempts to analyse the Outward Bound process and then produce a conceptual framework which may be used in developing a meaningful overview, is typified by the work of John Rhoades. In this type of investigation however, Outward Bound subjects are not used. Instead a theory or theories are used as models through which the Outward Bound process can be opened up for study.

In the case of the Rhoades [103] study the Kurt Lewin and Edgar Shein three step model for change was used to analyse individual change and transfer in Outward Bound and then produce discussion points for developing a conceptual framework of the process of personal change at Outward Bound. The particular value of this type of research is that its orientations make it particularly valuable for developing strategies for producing desired outcomes or for further evaluation or refinement.

As the body of data, plurality of courses, and spheres of influence and involvement of Outward Bound have been rapidly increasing it is not unexpected that the need has grown for study and analysis of Outward Bound in particular areas rather than in broad span overviews.

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This form of reporting and investigation has permitted a greater depth study of particular applications of Outward Bound. Typical of this literature is F. Medrick's Outward Bound and Higher Education: A Rationale and Outline for College Development [104], which attempts to outline Outward Bound's involvement and appropriateness to College education. Experimental programmes are canvassed, goals and methods of achieving them are analysed and developed, and designs for implementation are determined.

Medrick's study in the tertiary field is paralleled in intention by J. R. Schulze's Analysis of the Impact of Outward Bound on Twelve High Schools [105], in the secondary education field. Like most examples of this type of exploration of Outward Bound, it not only surveys the field but attempts to evaluate programmes, studies particular cases as illustrative examples, analyses the impact of Outward Bound, draws conclusions and makes recommendations.

The area of the relationship and interaction of Outward Bound with education forms is particularly well served with this type of investigation. In particular Joseph Nold, the President of Colorado Outward Bound made major contributions in this area with papers such as Outward Bound Approaches to Alternative Education [106] and Outward Bound Approaches to Outdoors Education [107]. Educational spheres have not been the only areas served by this type of investigation. For example Kelly & Boers' Outward Bound Schools as an Alternative to Institutionalization for Adolescent Delinquent Boys [108] attempts to provide similar insights into this particular area of Outward Bound's involvement.

In addition to these papers and studies specializing in areas of Outward Bound operations there have been a number of research studies into specialised areas within the structure of Outward Bound. A particular area that has received close attention has been that of staffing. In this area two excellent studies have proven of special value. They are Martin Hendy's Outward Bound and Personality: 16 P.F. Profiles of Instructors and Ipsative Change in Students [109] and John Pooley's The Assessment of Men for Job Placement at Outward Bound Schools [110]. Both use objective, experimental and research of literature approaches and arrive at clear conclusions in their area of research. However while Hendy produces useful descriptions of the personality traits of past instructors, Pooley examines staff selection and evaluation techniques presently utilized and develops recommendations for their improvement.

Most research into Outward Bound however is centred on the students themselves.

The most comprehensive study, both in terms of variables investigated and number of subjects (over 3,000) is that by Basil Fletcher. This study [111], which has been referred to frequently throughout this paper, is the clearest example of a researcher trying to analyse and quantify the outcomes or results of Outward Bound. It is the classic in the field of investigations of the "post-course" type.

In Australia the major study of this type has been the Study of Attitudes and Reactions: Outward Bound 1969, conducted by "consensus" Communication Research. While Fletcher used questionnaires to students who had completed an Outward Bound course in Britain between 2 and 7 years prior to the time of the study the "Consensus" research used group discussions and depth interviews of both ex-students, sponsors, and "control" groups of people who may be comparable to the ex-students but who had not completed the course.

Whilst Fletcher's report is quantified and the Consensus report is not, both studies nevertheless provide useful information about what people "think" or "feel" about the outcomes of Outward Bound.

There is also a growing number of interesting studies that are coming from a rather different area which should make a valuable contribution to the understanding of Outward Bound processes. These are

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studies which provide analysis across either disciplinary or cultural boundaries.

Papers such as Lewicki's recent (1977) paper on Outward Bound and Sensitivity Training [113] and Nelson's Predispositions and Attitudinal Changes in Outward Bound and Human Relations Groups [114], are illustrative of the way in which Outward Bound is seen to be dealing in ways similar to, and so can draw on the body of knowledge of, other disciplines. Such exchanges, interrelationships and comparisons of other fields of the study of mankind with Outward Bound are not only mutually valuable but also illustrate the centrality of the understanding of man in the Outward Bound process.

Cross cultural studies would also seem to contribute a valuable dimension to the study of Outward Bound. A study by Tresemer [115] in 1969 has led the way in this field. He examined the Hurricane Island (U.S.A.) Outward Bound School, the Eskdale Outward Bound School (England) and Moray Outward Bound School (Scotland), and drew conclusions about Outward Bound across these national and cultural boundaries in the dimensions of "character training", "value forming" and "personal growth".

An entirely different approach to providing insight into Outward Bound was taken in 1973 by Dan and Dianne Meyer and Dan Madden, all of the North Carolina Outward Bound School. In a book entitled To Know By Experience [116], they described the educational philosophy, techniques and history and development of the North Carolina Outward Bound School. However the greatest impact of the book came of it being made up mainly of large format black and white photographs with accompanying captions selected from the insights, prose and poetry of the participants in North Carolina Outward Bound courses.

Although this book may not have added much to the "hard data" of Outward Bound research it is nevertheless indicative of the interest of people within Outward Bound in communicating in various ways, something of their insights into the processes, potentials and achievments of this human, educative experience.

The hallmark of the maturity of investigation, research and analysis of Outward Bound, however, lies in the fact that such a survey and evaluation as is presented in this section of this paper, can be written at all. In this section only a very small part of tht total enquiry into Outward Bound throughout the world has been touched on.

There have been a number of reports which have brought together, evaluated and analysed the research available in this field. The two which stand out as having the greatest impact would probably be Robert Godfrey's A Review of Research and Evaluation Literature on Outward Bound and Related Educational Programs [117] and R.T. Pollak's An Annotated Bibliography of the Literature and Research on Outward Bound and Related Programs [118]. Both reports extensively scan the field, however while the slightly larger of the two reports (Pollak's) contains 112 entrys it still does not cover the full field even of North American research and contains few of the rapidly increasing possible entrys from other parts of the world.

In addition to these reviews which are essentially of Outward Bound and closely related or adaptive programs there are other reviews such as Minoru Iida's Adventure-Oriented Programs: A Review of Research [119], which are heavily laced with Outward Bound entrys.

Although these reviews attempt to be comprehensive and do in fact cover a broad range of investigations they cannot keep pace effectively with the rapid growth of studies in this field. They do however point

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out one of the greatest weaknesses of research in this area. That is, that as each new or old researcher enthusiastically pursues his desire to investigate some new area of the Outward Bound process and so make new information available, so the breadth of knowledge increases. Unfortunately, however, such young enthusiasm likes not to spend itself on substantiating the work of others and consequently there is a dearth of replication studies within the Outward Bound research literature.

Although the investigation of Outward Bound may have come of age, it will not have matured until this deficiency is rectified.

Research techniques in Outward Bound

One of the most interesting aspects of Outward Bound has been to see the accelerating growth of analysis and investigation into both the processes and outcomes of the Outward Bound experience.

The areas of research into Outward Bound have been steadily expanding as has been the range of instruments used investigations. Early techniques of self reports, subjective instructor evaluations and generalised questionnaires are increasingly giving way to well proven psychological testing instruments with standardised scores and techinoues. Similarly, the area of research in steadily becoming morespecialised. General inquiry into observalble changes in behaviour after attending the course has been joined by serious investigation and study of the processes leading to these outcomes.

As these changes have taken place there has also been a general increase in the reliability of the research and the greater utility of results for further planning and programme development.

As with research in many areas, the number of subjects available to make up testing samples is a factor which often influence style of research and sometimes results.

Understandably, those studies with the largest number of subjects, for example Fletcher's study of 3,000,[120] and Barter's study of 207 students[121] have tended to be based on questionnaire formats. There have however been a number of studies in the middle range of experimental populations which have both tried to look at some depth into the Outward Bound process and at the same time have sufficient subjects to give their findings some reliability and significance.

Davis' study of self-actualization at Outward Bound using 116 subjects,[122] Wetmore's use of the Tennessee Self-Concept Scale on 291 students[123] and Hendy's [124] use of Cattel's 16 PF inventory with 107 students are some examples of more structured investigations with significant numbers.

An interesting feature of investigation of Outward Bound has been the way in which investigators have recognised, or dismissed, or taken into account, sex differences in their studies. Studies such as those by Vander Wilt and Klocke[125], Foster (et al) [126], and Hendy[127] are amongst the many which have commented on sex related differences in the processes and outcomes of the Outward Bound experience.

Vander Wilt and Klocke for example used the Personal Orientation Inventory at the Minnesota Outward Bound School with 10 male and 10 female students and found that the Outward Bound experience contributed significantly in the self actualization process of only the female participants. Foster (et al) used the Thurston Temperament Schedule to measure personality traits of students at the Dartmouth Outward Bound Centre and found that the pre and post-test data indicated that men became significantly more stable, while the women increased significantly for the vigorous as well as the stable traits. While the mean percentiles

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indicated an upward trend for all traits this was not the case for the social trait for men and the active trait for women.

Hendy on the other hand used Cattell's 16 Personality Factor inventories with both male and female students and concluded that "the women reacted to the course in much the same way as men" [128]. However he also points out that on the post-test, six months after the course "the women had changed in a slightly different way" [129].

These are only three of the many studies which are throwing more shades of light on sex differences in the Outward Bound experience. As evidenced by these three examples, there are no clear conclusions available to be drawn as yet, however there is enough evidence to suggest that the professional Outward Bound educator needs to be aware of the possible sex-difference influences in designing and implementing courses. This is a particulare area in which more investigation is needed, expecially in the social and economic climate of today where popular (though not necessarily well considered) pressures, financial considerations and organisational expediency seem to demand mixed sex programmes. (Note: at the Australian Outward Bound School both co-ed courses and single sex courses are conducted according to various criteria outlined in Chapter 3.)

A lead in investigating the relative merits of mixed course versus single sex courses has been given by Linder and Linder in 1972. They report that:

> Comparisons on pre and post-course adminisreations of the Personality Research Form, Acceptance of Self and Others, and the Personal Orientation Scale indicated achieved gains in self acceptance. Differences between co-ed and non co-ed courses suggest that all-male course students increased more on the nurturance scale, and women in all-female courses had significant changes in the direction of a belief in personal control of events, while co-ed students showed no change. There seemed to be no pervasive differences in effect between the male and female courses. [130].

More research of this type and particularly more research directly into this area of sex differences both within Outward Bound and within society will be needed before clarity can be gained in understanding of this area.

One of the major hopes of the Outward Bound investigator always centres on being able to establish a causal relationship between the Outward Bound experience and post-Outward Bound behaviours or observable changes in the student. Unfortunately the Outward Bound investigator is working in a particularly difficult field because of the very nature of Outward Bound itself.

"Outward Bound" as a title was adopted because it indicated that it was an experience designed for young people who were "Outward Bound" in life i.e. just as a ship which is about to leave harbour and go to its particular destination and to its own destiny is termed as being "Outward Bound" so were the students at an Outward Bound School considered to be on the move, going out, in transition to adulthood. This means that many things in the normal life of the Outward Bound student are in transition. Under these circumstances it is very difficult to say what part the Outward Bound experience plays in the changes that are, and are going to continue, taking place.

One way in which Outward Bound investigators have tried to minimise this problem has been through using control groups.

Unfortunately, finding suitable "control groups" is not always easy and is, in some cases, impossible. Hendy, for example, found this problem when he wanted to study personality factors of Outward Bound Instructors. The only possible, actual, control group of active Outward Bound instructors is that very same group of active Outward Bound

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instructors (He attempted to overcome this problem by using profiles of ten groups of referent occupations "because of similarities in their function demands and those of Outward Bound Instructors" [131].)

On the other hand in certain areas, attaining control groups proves relatively easy. For example in M.A.W. Smith's paper An Investigation of an Outward Bound experience on Selected Personality Factors and Behaviours in High School Juniors [132], it is clear that by taking the experimental students from a high school it is relatively easy to "match" a control group from the remaining large and "captive" population which is not engaged in the programme.

Some unique solutions have been found to the problem of finding a suitable control group. For example in one of the earliest studies, Betty Strutt was able to use the sponsorship system in Britain to provide control group members. She reports that

> to obtain the control group the sponsor selected a girl to pair with the Outward Bound girl who was of comparable age and job and, if possible, with similar interests and personality.
>
> By comparing mean ages and intelligence test scores of the groups at the beginning of the investigation it was found that the differences were not statistically significant.[133]

Fortunately an increasing number of Outward Bound investigators are using matched control groups and so increasing the prospects of clear validity for their results.

Accompanying growth in this area has also been growth in attention to quantitative statistical support for conclusions rather than participant observer or observer reporting. The increasing use of such instruments as the Gough Adjective Check List [134], State-Trait Anxiety Inventory [135], Cattell's 16 Personality Factors Inventory [136], Tennessee Self Concept Scale [137] to name some instruments which keep re-occurring in reports, has opened the way to more objective evaluation and reporting of the results of Outward Bound.

It is also becoming increasingly common for any one study to have a number of different instruments in the same investigation.

As the recognition of the shortcomings of the observer evaluation technique has become greater so the use of some form of pre and post-test assessment has increased. This strategy certainly has led to clearer indications of the effects of Outward Bound during the course, however it still leaves open the question of how long lasting those effects are. This has led to a number of investigators designing studies which incorporate some form of evaluation some time after the course.

The time span for this follow up has varied greatly, from studies such as those by Winkie [138] (into moral judgement and self-concept which followed up in three months), to Nye's [139] study of self-concept and Hendy's study [140] of personality change, which both followed up at six months, to the Australian Consensus [141] follow up report which studied attitudes and reactions of students who had attended courses six months, two years and five years before, and F.J. Kelly's Outward Bound and Delinquency: A Ten Year experience [142].

Unfortunately, as is to be expected, these longer term studies have difficulty in collecting comparative data from the original students over so many years and it would appear that collecting follow up data at a time greater than two to three years after the course is unlikely to be effective even if it proves possible.

This is only one of the many problems which confront the Outward Bound investigator. It has already been mentioned for example that

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one of the greatest weaknesses of research into Outward Bound is the lack of replication studies. This is a point of continuing concern.

Another point of concern is that some awkardness in design of research, as well as natural difficulties in interpretation, has also led to unclear research results. Gillette's study in 1971 [143] finds stability and lack of change in participants that is not reflected in other almost comparable studies. However Gillette's study is of attitude change as a result of attendance at an Outward Bound Mountain Ski School. Does this mean that skiing is not a successful medium for Outward Bound?, that the particular course studied was less successful than usual? or that there was something wrong with the experimental design?

Another difficulty that clouds some of the results clearly stems from experimental design problems. For example, Foster (et al), [144] found that using pre and post test course administrations of the Thurston Temperament Schedule demonstrated the effectiveness of Outward Bound as a teacher training process, particularly in developing teamwork, ability to handle stress, and control emotions.

However this Outward Bound programme was part of a total teacher training programme. The results place considerable merit on the Outward Bound programme. But the only way to be sure that it was clearly the Outward Bound section of the total scheme that was so effective is to have a matched control group. There was no control group - so immediately the results come into question.

One difficulty to which Outward Bound research would appear to be particularly prone is that of the "Hawthorne effect". Students are likely to behave differently at Outward Bound even under "normal" conditions, and their awareness and sensitivity is generally sharpened by the stimulating nature of the course. They are usually attracted to the idea of living up to the ideals and aims of the course. Consequently if they become the subjects of study which they perceive is evaluating the effectiveness of the course they may well behave differently or respond to tests or questionnaires differently than normal. This feature may be in addition to any other Hawthorne effect features which may prevail.

Needless to say most investigators are aware of this problem and either allow for it in their evaluations or actively take steps to reduce it. Hendy, for example gives the following outline of how he tried to overcome the effect of this problem.

> The Hawthorne effect was equalized for both control and experimental students. In the case of the control group, precautions were begun well ahead of testing. Personality, as an area of psychology, was worked into the curriculum by the two teachers involved. This strategy appeared to succeed in playing down the abnormality of an unusual test administered in familiar surroundings by an unfamiliar person (the investigator).
>
> In the case of the experimental group, the students were all in a novel environment with unfamiliar leaders, so the investigator felt that one more unusual experience, the 16 PF test, would not seem extraordinary. Nevertheless, the precaution was taken of giving the impression that every single student enrolled at NOBS that summer was being tested.

Although some of Hendy's premises may not be entirely watertight, his attempts are indicative of those Outward Bound investigators who very conscientiously attempt to avoid Hawthorne effect and other experimental design problems.

One of the major defects of Outward Bound research, (in common with most educational research) has been the lack of a planned and systematic

approach. While it is in the nature of man to follow his own interests and pursue activities (or areas of research) best suited to him, this problem will remain.

However a significant step forward in ameliorating this problem has come through the work of Mary Smith and others (reported earlier). Through a series of three investigations and reports (1973 [146], 1975 [147] and the final report in 1976 [148]) an "Inventory of Outward Bound Effects" was devised for use in the evaluation studies. The careful evaluation, the critical study of experimental design, complete with searching comments on the incidence of type I and type II errors, the careful selection and matching of the control group and follow up at six months and a year, and statistical evaluation of the results, all point to a new maturity in Outward Bound research.

However the real problems of Outward Bound research are yet to be solved. Even the Smith study concludes that the results cannot be held to be conclusive, not because the subjective evaluations of the results from both staff and students are not persuasive, and not because there isn't the feeling that the effects are real and carry on beyond the course, but because, as Smith concludes: "Unfortunately, an empirical answer to the problem is impossible with the present data base."[149]

Although this section has centred on pointing out some of the difficulties and deficiencies of Outward Bound research the mass of the evidence that is gradually accumulating is proving very useful both in understanding the unique educational processes of Outward Bound, what place and what significance they have in the overall education and development of the individual human being and what techniques are likely to be most successful in achieving desired objectives.

The importance of having available a body of knowledge (despite its recognised imperfections) that can be used as a guide to programme development and organisational development strategies is considerable.

While it is still reasonable to lament the general lack of conclusive research, and necessary to urge for greater productivity in this area, there is no doubt that Outward Bound research has come of age in the 1970's and is now starting, although only starting - to mature.

It would be remiss to conclude a summary of research without giving recognition to the Colorado Outward Bound School. There can be little doubt that investigation into Outward Bound has been stimulated very significantly by the North American and particularly the United States Outward Bound Schools. The bastion of this quest for understanding has certainly been the Colorado Outward Bound School. Although it may be unusual to single out one person as having special significance in this generation of research and inquiry, it would be widely recognised that the role of Mr Joseph J Nold, past Director and current President of the Colorado Outward Bound School cannot be overestimated.

Chapter Six

Some Conclusions

The suggestion was made earlier in this paper that Outward Bound is a complementary educational experience. It centres on the personal development of the individual. It is claimed however that it is less appropriate to describe it as the experience of a lifetime than to describe it as an experience for a lifetime.

If 26 days of a standard Outward Bound course have no greater claim to existence than to provide a memorable, exciting and challenging experience then Outward Bound would hold little of the claim it does have to being a significant educational concept.

Somewhere comes the observation and the realization that Outward Bound affects people and that it apparently continues to affect people after they have left the Outward Bound programme.

The Outward Bound programme is, however, at its longest, only approximately one month in a person's life. There is no way in which it can reasonably be expected to compete against the resources of 10 or more years of formal schooling or the lifetime of family socializing processes encountered by most young people in developed or developing countries today. Outward Bound does not enter into such "competition". It is not an alternative form of education. It is a complementary form of education. Its aims are directed more at "life-skills" than cognitive/data learning. In such a role it can play a significant part in the total education of the individual.

David Ausubel recently wrote:

> It is obviously impossible for classroom learning to prepare students to cope with every situation they will face in "real-life" contexts. Further, even if this were possible, the primary goal or function of education still would not be to provide students with knowledge that is applicable to the everyday problems of living. This "social utility" objective of education has long since been discarded as impracticable. In most instances of non-vocational classroom learning, the goal of transfer is considered accomplished if prior learning experience facilitates the learning of subsequent "classroom" learning tasks - even if the knowledge so acquired is neither applicable nor even applied to problems outside the classroom. Of course, if the knowledge is applicable to the problems of living, so much the better; but this is not the primary objective of transfer in general education. [1]

It is however the objective of transfer in the form of education provided by Outward Bound.

The question of transfer is one of the most difficult to handle under even controlled conditions and even with the mass of research evidence available on the concept of transfer it is a complex and inconclusive phenomenon attached to the end of any form of educative experience.

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Transfer

From quite early in the history of Outward Bound, commentators on the Outward Bound experience have approached this thorny problem of transfer. Its thorns prevent a firm grasp and conclusive answers but do not dissipate the confidence that the stem carrying the thorns exists.

In 1957 for example, one writer commented:

> It will be pointed out that it does not follow because a lad displays courage and enterprise on a steep rock face or in a storm at sea that he will exhibit these same qualities when faced with challenging situations in everyday life, on the factory floor or in the office.
>
> It is the old question of transfer of training: but there is an essential difference. The particular challenging situations of the Outward Bound programme matter little except that they must have a basic appeal: what does matter is what happens to the boys responding to them. The claim is made that in acutally living up to the motto "to serve, to strive and not to yield" the boy discovers himself and something of his potentialities, and that the deep satisfaction that comes of successful achievement is not so much the outcome of winning against the rock face or the sea as in winning against himself. In other words, it is an educational experience which has affected the whole texture of the boy's personality. And so he goes back to the world of affairs fitter and readier to cope with his day to day problems - because he is not quite the same fellow as he was when he joined the course. Were it not so, and such transfer did not take place our professions of educational faith would in great part be baseless. [2]

Some of these ideas and words may seem old fashioned today but two things become clear from such statements. First is the great confidence on the part of both ex-students and observers of ex-students back in their life environments, that transfer of learning does take place from Outward Bound to the broader fields of everyday life. Second, that quantifying or evaluating that transfer has always been and probably always will be difficult.

One of the most significant attempts to grapple with this problem has been made by Basil Fletcher, who in 1971 conducted a large-scale study of a group of 3,000 students who had experienced an Outward Bound course not less than six months nor more than eighteen months before their views were canvassed. Before undertaking this study Fletcher analysed and commented on some of the difficulties involved and concluded:

> Outward Bound courses are short and their influence cannot be easily disentangled from the successive impacts of influences coming from a student's work, home, friends, and many others. The ideal method to use in exploring a situation of this kind is to repeat a follow up study of a group of Outward Bound students with a carefully matched control group exposed to similar environmental forces.
>
> This method can be used with success when the studied group is fairly homogenous. But the basis of Outward Bound recruiting deliberately produces a student group with the widest possible differences of background. [3]

These are only some of the difficulties outlined by Fletcher and faced by anyone attempting to investigate transfer in the Outward Bound setting.

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A further problem to investigating transfer arises out of determining what is meant by the idea "transfer".

There are obviously two types of transfer in the Outward Bound context. "Internal transfer" may be used to describe the learning processes involved within the 26 days of a standard course. That is the learning and understanding developed in one part of the course that transfers into, and facilitates, learning situations in another,later part of the course.

This transfer is maximised by the experiential learning environment at Outward Bound and is in great evidence throughout the course. It is the essence of the "development" of the person so readily observed during the period of the programme. Almost invariably such transfer is positive, i.e. it facilitates learning (as opposed to negative transfer which interferes with learning).

It is positive primarily because it centres on the students engaging in activities which are involving them in experience and bringing them into inter-action with principles and understandings more than facts. This concept of dealing with fundamental principles is supported by theorists such as Jerome Bruner as "the main road to adequate transfer of training".[4]

The role of experience in this process is also important. By actively engaging in testing, reforming and working to these principles in an environment that is constantly presenting new and increasingly challenging situations the student needs to be constantly drawing on recently acquired learning to solve new problems. It also places an immediacy and relevancy on the learning process which is likely to be conducive to transfer.

The second, and most difficult form of transfer is "external transfer", i.e. what the student takes away with him from a course.

Outward Bound deals with sociological, psychological, and "self" forces which are directly relevant to each individual because the direction they take during the course are largely determined by that individual. As discussed at length in preceeding chapters the greatest abundance of learning that takes place is learning about the self. It is that same "self" which the person takes with him when he leaves Outward Bound. It is that same self which will so obviously be the centre of that person's future life. (This is in marked contrast to normal schooling where the "graduate's" major learning has been about subject - which is in fact unlikely to be the centre of that person's future life.)

Consequently, the very nature of the subject matter at Outward Bound maximises the prospects of transfer.

In support of this is considerable research evidence which suggests that new learning is facilitated simply by having learned before. Hence having learnt how to learn about self, the chances are increased of that person continuing to learn about self in the future.

This depends of course on how closely the learning situation within the Outward Bound context reflects the normal conditions of the individual's life which are in the area of desirable transfer. For example if a person learns Spanish, he will find it easier later to learn Portuguese - but may find no transfer at all into learning Hebrew.

This feature makes it important for Outward Bound to stay tuned to the particular society in which it is operating and adjust its procedures

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(though possibly not entirely its fundamental philosophies) according to careful analysis of societal factors.

This position seems to be strongly supported by McClelland, particularly as related to transfer of motivation. He proposes for example as one of his fundamental tennets of motivation transfer that:

> The more an individual can link the newly conceptualized association-action complex (or motive) to events in his everyday life, the more likely the motive complex is to influence his thoughts and actions in situations outside the training experience.

Outward Bound has within its programme structures, many features which are conducive to both external and internal transfer. In the cognitive field, for example, because of the very personal and direct relevance of the learning to the individual and therefore the particular meaningfulness of that learning the prospects of transfer seem to be increased.

Ausubel summarises this position in pointing out that

> all meaningful learning necessarily involves transfer because it is impossible to conceive of any instance of such learning that is not affected in some way by existing cognitive structure, and this learning experience in turn, results in new transfer by modifying cognitive structure." [6]

Various research [7] on discovery learning (discussed in chapter 2) suggests that when used with an emphasis on discovery of principles and fundamental understandings the new learning is less likely to "fall apart" under new circumstances. "If the learner has constructed the principle for himself, he is more likely to be able to reconstruct it fairly rapidly by recalling the underlying experiences." [8]

Consequently, the guided discovery learning approach which is the basis of Outward Bound instruction would seem to also have potential for maximising transfer.

Much of the discussion on the concept of "self" in earlier chapters illustrated the importance of this factor in transfer. However it is also particularly conducive to secondary transfer. For example, in again lookint at the concept of transfer of motivation we find McClelland firmly suggesting that:

> The more an individual can perceive and experience the newly conceptualised motive as an improvement in the self-image, the more the motive is likely to influence his future thoughts and actions. 9

Hence a programme having enhancing or clarifying self-image as a primary aim not only promotes positive transfer of this self-image but may as a secondary outcome translate into new motivations.

McClelland also points out a feature which may well explain why Outward Bound could expect to have good positive rransfer, when he suggests that "changes in motive are more likely to occur and persist if the new motive is a sign of membership in a new reference group."10

It was also suggested in chapter 3 that the unique reference group influences encountered during an Outward Bound course may have particular significance for the student. However students at Outward Bound almost automatically also become "members" of the group and so come under the influence of "membership group" factors.

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It has been pointed out that

> reference groups have sway over the attitudes an individual holds, but that membership groups are more likely to have sway over the attitudes he expresses. Where these groups happen to be melded into one, the individual is likely to be highly disposed to take on and maintain attitudes which are shared in it. [11]

This theory may well help to explain the very strong bonds that are formed between the ex-student and his 26 day experience and the almost universal willingness to talk very positively about Outward Bound in terms that make it clear that he feels that it is a real part of him.

This feeling also seems to be observed very broadly, regardless of how well the student did on the course or what life he returns to.

This phenomenon may be reflected in the results found by Fletcher in his follow up study. He found for example that 67% of ex-students felt that the influence of a single Outward Bound course persists for life, 28% that it lasts for several years and only 5% that its influence is short lived. He reports that:

> The students' estimates of the period of influence does not vary much between the best and worst students: and there is no significant difference between the figures for students from different educational or working backgrounds or of different ages and personal histories. 12

These factors are only some of those influences operating within an Outward Bound course towards maximising transfer.

Before looking at some of the more specific research results however, it may be important to note that there are two facets of Outward Bound external transfer. The first centres on how well what is learnt during an Outward Bound course and in an Outward Bound environment is retained when the student moves into another environment. The second centres on how well what is learnt is able to be adapted readily by the ex-student into everyday situations and in response to different types of problem and living experiences, which are, of course, very much different to those encountered at Outward Bound.

The most difficult to evaluate or even identify is the second of these. This is reflected by the dearth of Outward Bound research literature in this area apart from the valuable contribution made by Rhoades into Outward Bound and transfer theory in 1972. [13] There is however a little evidence of related programmes which is of some help. For example Geaps and Thorstensen's study [14] in 1974 followed up students from Brigham Young University who one year beforehand had completed an Outdoor Survival course. 21 of the 25 participants were retested with the Tennessee Self-Concept Scale. Factors such as identity, physical self, moral-ethical self, personal self, and behaviour which evidenced statistically significant increases during the course on the original test, remained significant at the retest. The Family Self scale reduced in significance level.

However, most interestingly, the Social Self scale which had not been significantly high immediately after the course was clearly significantly higher at the retest one year later. This may simply suggest that consistent growth in social "maturity" experienced by all 21 retest students led to this increase. However it is suggested, particularly in the light of the other results in this study, that the "social self" factors learnt during the course, while not being able to "blossom" while still under the same "laboratory" conditions in which

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they were developed, nevertheless were found to have particular adaptability and transfer in everyday situations where the enhanced "social self" could then grow, and so reveal significant increases on the retest a year later.

Another interesting insight into this area comes from Kelly and Baer's study of programmes by Outward Bound for adolescent delinquents. In their 1971 study which was a follow up after one year, they found that there was a 20% recidivism rate in the Outward Bound group and a 42% rate in the comparison group. This significant difference clearly illustrated that something in changed attitudes or behaviours or other factors did transfer to later environments. However in a five year follow up the statistical significance between the two (38% vs. 53%), although continuing to favour the Outward Bound group, had reduced considerably.

Kelly and Baer conclude that

> this result suggests that Outward Bound had an effect on some delinquents sufficient to sustain them in the community for a longer period than traditional treatment programming. However, the effect eroded before the onslaught of negative environmental pressures and a regression to delinquent behaviour took place.[15]

While this evidence clearly supports the suggestion that positive transfer does take place, it also points out the main difficulty, i.e. how conducive is the environment to which the student returns to either supporting new learning or destroying it? It would seem reasonable to conclude that if exceptional results and assurances of "permanency" of transfer are sought then some attention needs to be paid to the environment into which the student returns.

Despite these considerations however, results still suggest that quite high levels of transfer, particularly of the second (retention) type are continually in evidence.

Fletcher's study is the most comprehensive in this area and from his large sample of 3,000 ex-students provides useful information about what happens after a course.

For example, although the results quoted earlier suggest that students themselves felt that transfer did take place and influences endured (67%) for life, or (28%) at least several years, it seems that such transfer is not simply subjective but is also observable. Fletcher found for example that 55% of sponsors felt its influence lasted for life, 38% that it lasted for several years and only 7% that the influence is short lived.[16]

In more specific areas he found that

> i) 86% of students believed they had increased in self-confidence during the course and 70% of sponsors reported observing a marked change in them.
>
> ii) 78% of students believed they had increased in general maturity and 73% of sponsors agreed.
>
> iii) 64% of students believed they had become more aware of the needs of others or improved in their ability to mix well, whilst 43% of sponsors reported noticing this change.[17]

In another specific area that indicates transfer of learning of attitudes and interests Fletcher found that:

> Between 60% and 70% of students reported that after finishing an Outward Bound course they had continued to practice one or more of the outdoor skills learnt and the same high proportion spoke of the enrichment of leisure time activities that had resulted. About 30% reported that they found their way into voluntary or statutory youth work.[18]

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Although these results suggest transfer in one of the most logical places to expect it, i.e. in introducing young people to activities which they can take up directly after the course, there are other areas of transfer which are more notable. Probably the most interesting of these is the finding that sponsors considered that 19% of their students had received promotion as a result of attending courses while the students' figure for this was slightly higher, at 22%. (It should be remembered that those attending Outward Bound are largely a cross-section of the population, and not necessarily those who were destined for promotion - also this result is described as those who gained promotion "as a result of attending courses").

It would seem then that despite the difficulty of quantifying or evaluating transfer results there is evidence to support the overwhelming subjective evaluations of students and observers alike, that positive transfer of learning for at least a significant period of time and in a very significant number of cases, is an outcome of Outward Bound courses.

An Overview

In his work Experience and Education, John Dewey explains that:

> educational plans and projects seeing education in terms of life experience, are committed to framing and adopting an intelligent theory or, if you please, philosophy of experience. Otherwise they are at the mercy of every intellectual breeze that happens to blow.[19]

This paper has attempted to look at the experience of participating in Outward Bound programmes and in particular has attempted to use that experience's educational factors as a locating and focusing point.

Outward Bound is, and is of, people, it is therefore a dynamic concept open to movement influenced by social change and the shifting needs of people in their attempts to live as whole, and growing persons within their own social and cultural milieu.

In analysing the processes of Outward Bound it must be recognised that constructing formula for interpretation and defining of the process will be counterproductive. Man is complex. Outward Bound is complex. We are pretentious if we say we fully understand man. We are equally pretentious if we say that Outward Bound is fully understandable.

Those who are experienced in Outward Bound, and those who have experienced it, exude a confidence, bordering on faith, that it "works" and has significant impact on those who participate. It is difficult to analyse faith, just as it is difficult to understand man.

However the advancement of understanding has never been furthered by avoiding the difficult or by not facing up to the seemingly impossible.

This paper would be more convincing if it was able to tabulate results for every outcome of Outward Bound and illustrate cause and effect formula of the Outward Bound process. Unfortunately both the nature of man and the nature of Outward Bound preclude such possibilities.

Instead investigation is forced into looking closely at related theoretical positions and impinging research and wherever possible looking for any data more specifically on Outward Bound that may be available. The effect is that words such as "maximised possibilities", "potential" and "this suggests" abound.

Despite these drawbacks to effective evaluation and analysis, Outward Bound has seen impressive growth to over 30 schools throughout the world,

quite apart from its significant influence as a stimulation to progressive, ecperiential and outdoor education.

Such growth and expansion is a clear indicator of the relevance of Outward Bound concepts in the fast moving and emanding world of tomorrow in which we live. One of the keys to maintaining this relevance is the role of experience in the Outward Bound education process. Each individual participant is able to mobilise his own unique human existence into a personal learning laboratory, stimulated by involvement in programmes which affect the very care of his existence and survival.

It is this dealing with the fundamentals of individual lives that makes the Outward Bound processes so versatile and adaptable. It is also what makes them so particularly applicable to individuals in transition, such as young people in the standard course age range of 17-25 years, or students at school. (However the recognition that all people are essentially in transition all of their lives has led to acknowledgement of Outward Bound's relevance to older people such as teachers, businessmen, eduaational administrators etc.)

Central to much of the experience of Outward Bound is the idea of the individual coming into confrontation with himself under conditions and in situations which are challenging, demanding, and involve certain levels of stress. In such a quality of experience Outward Bound exemplifies not only unique learning possibilities but also its difference from everyday life. It is this tackling the unknown, the ill-defined, the risky and the difficult that brings individuals to find resources and weaknesses in themselves which may never before have had the opportunity for exploration.

As Outward Bound programmes demand the possible, and not the impossible from participants, the individual often finds himself faced with a range of human potentials hitherto unknown to him, and whose existence may never have been suspected.

Programmes which aspire to such results must of necessity be well constructed and demand the most careful consideration in implementation if their hopes and their claims are not to just become so many trite words. It is in this respect that the growing body of investigation into Outward Bound, the increasing professionalism of staff, the constant refinement procedures and international exchange of concepts and practices has stood Outward Bound in a good position for implementing effective programmes.

Although the most observable features of these programmes are the physical, adventure type activities that are commonly used in courses, the major impact of Outward Bound is aimed at conceptual rather than physical outcomes.

An underlying feature of Outward Bound activities is the potential for cognitive growth by engagement in them. Similarly , participating in a programme in which achievement and a sense of fulfilment and satisfaction are common results, is conducive to the development of learning and motivation processes which may be new to the individual. Discovery learning and problem solving for example are only two of the techniques which are common in Outward Bound activities and which can form the basis of new learning approaches for the individual.

The comprehensiveness of experience at Outward Bound ensures that a wide range of learning processes are opened up for exploration by the individual who has enhanced opportunities to see himself operating under, and reacting to crisis, stress and anxiety invoking situations. Encounters with dimensions such as these are conducive to increased self-awareness and subsequently more effective exploration of the nature of the individual's social, psychological and emotional constitution.

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Because of the close social interaction involved, Outward Bound provides a particularly effective social laboratory. The investigation and development of social skills is a common outcome of being involved in intensive and demanding activity in a social climate made up from a wide diversity of individuals. Within this social climate are certain features such as peer and reference group factors which provide resourses for social learning often not available elsewhere. In particular the Outward Bound group has many properties which provide unique opportunities for the individual to learn more about the style and effectiveness of his interaction with other people and maximises the possibilities for him to receive honest and real feedback on his social effectiveness.

Throughout these learning processes, the individual self-concept becomes the major recipient of information and the part of the individual likely to encounter the most significant change.

It is the essence of such experiential education programmes as Outward Bound that they involve the whole core of the human's self in action. Actions lead to results or effects, and these provide feedback to the self. Consequently the self-image of an individual undertaking such a programme is more liable to de elopment or change than in less involving activities.

When this feature is interpreted in an environment carefully designed to maximise success experiences derived out of challenge and overcoming the extraordinary, then it can be observed that Outward Bound has a particular potential for the enhancement of self-esteem and self-confidence.

There are many ways in which Outward Bound actively involves its participants. It involves them physically, and in the process often helps in the development in new and more satisfying physical self concepts. It involves them organisationally in handling such concepts as co-operation and responsibility and it engages them in both individual and social activities which are conducive to indentity clarification and consolidation.

Through such processes, the "self" has unique opportunity to be brought under view by the individual. In particular, it opens the opportunity for seeing the self-concept in relation to the ideal self- concept and maximises the opportunities for resolving any of the incongrities which may be present between them.

The total effect is not simply that the individual has enhanced opportunities for personal adjustment but that he does so in an environment that maximises the opportunities for the individual to grow, to self actualise, and feel satisfied that he is moving closer to finding and achieving his potential.

Such a feeling of confidence in one's own adequacy is important to human life and is one of the central aims of Outward Bound.

Many theortist have attempted to describe the aims and results of a person who is trying, or has come close to achieving such results. Maslow, and Rogers, both symbolic of the "human potential" movement offer various descriptions of desirable outcomes of reaching a "self-actualised" state. However Combs & Snygg, using the term "adequate personality" provide a useful description of the outcomes that may be considered desirable from Outward Bound programmes.

He describes adequate personalities as those who

> behave more effectively and efficiently than their less adequate fellows. The great reservoir of positive perceptions and the capacity for acceptance of self and the world gives the adequate person a tremendous advantage in dealing with life. Being under no great necessity for self defence he has less need to distort

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perceptions or to select them in terms of his peculiar unfulfilled goals or desires. He is able to behave more effectively and efficiently because he behaves in the light of more and better data. Being more open to experience, he has a wider phenomenal field on which to base his behaviour. He is able to behave more often from choice than from nedessity. 20.

Such outcomes are obviously desirable to all people and provide the basis for Outward Bound having had, and increasingly having, considerable impact in a wide variety of areas of human education.

The most obvious influence has been in the standard Outward Bound course area of post-secondary school experience for young men and women. However Outward Bound's school programmes are having increasing impact in bringing new operational methods and learning philosophies into combination with more traditional schooling. As a complementary (not alternative) force in education it has still not reached its full potential.

Growing out of this fundamental base have come a diversity of programmes with special application. Teacher and textiary training, industry and business development programmes, remedial schemes, cultrual, social, physical and mentally handicapped people enrichment programmes are only some of the areas in which Outward Bound has been found to be both applicable and signicant.

One of the key issues that has arisen out of this impressive growth of the Outward Bound philosophy and the enthusiasm it engenders, is how the effects and developments so frequently observed during and after programmes, transfers to "home" environments and how such results and transfers may be evaluated.

This seems to be the main problem facing Outward Bound in the future. It has little problem convincing people of its impact and significance once they have been involved but it will not reach legitimacy in the minds of the inexperienced until there is more hard data available on its results.

Fortunately the growth of research into Outward Bound and the increasing sophistication of that research is fast closing this gap. Particularly encouraging is the diversity of approach in studying Outward Bound processes and outcomes. (Unfortunately the enthusiasm for new research has left very little energy for replication studies, a fault which will need rectifying before Outward Bound research reaches real maturity.)

This paper has attempted to pull together some of the diverse theories and research results specifically related to Outward Bound as well as those which provide broader insights into the nature and education of man. By bringing these two areas of study together I hope that I may have contributed to a more comprehensive understanding of where Outward Bound fits into the broad realm of education and how it has particular application to the education of the individual person.

GARRY E. RICHARDS
December, 1977

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Introduction

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	Known to Self	Not Known to Self
Known to Others	1 OPEN	2 BLIND
Not Known to Others	3 HIDDEN	4 UNKNOWN

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are thoroughly professional, that he has made the best possible attempt to ensure that he understands the processes involved in what he is doing, and that his entire efforts are directed at ensuring that only appropriately conceived programmes and practices are followed in pursuit of his educational aims.

Some comments on the nature of the anxiety, stress and crisis sometimes encountered at Outward Bound may be in order to help clarify how these dimensions are, or are not, used by Outward Bound.

All of the young people who come to Outward Bound have at some stage had a greater or lesser exposure to the very basic stress situations involved in maturing. Often, especially on schools courses, they are still very much involved in these stress situations. Older students on the courses for people over 17 years of age may have passed through some of the major stresses of adolescence, but may still not have resolved the problems that originated these stresses.

The stresses engendered at Outward Bound are often similar in many ways with these stresses of adolescence.

> An adolescent's self-awareness and body image are based largely on how his parents, peers, and society see him and how he interprets their evaluation of him. Complicated and distorted communications from all about him impinge on the young person so that he has no clear signals to go by.
>
> Seeking a way out, he first turns inward to mobilize his inner resources. But this may be inadequate to allow for personal assessment because abstract thinking has not developed sufficiently or has been distorted because of emotional conflicts. 60.

This last statement is one of the major reasons for standard Outward Bound courses in Australia having a minimum age of 17 years. It increases the prospect that the student will be more stabilised in physical development and have reached an age at which conceptual thinking abilities will have been established.

However, both self-awareness and body images either established, mis-established or confused through earlier years, are often once again confronted in the reality testing environment of Outward Bound. The communications impinging on the Outward Bound student are complicated but rarely distorted. They have instead, a quality of magnified reality.

Similarly the student is turned inwards to mobilise his inner resources during an Outward Bound programme.

All of these experiences have the potential to be emotionally and psychologically stressful.

At the same time, being thrust into a group of 12 from a wide variety of socio-economic, educational and sometimes cultural backgrounds and a mixture of ages from 17 years up to at least 25 years, and the removal from well-established friends, parents and social patterns, all combine to stimulate social situations that are potentially stressful.

The most obvious form of stress to be encountered at Outward Bound is of course, physical stress. Each student, under the general requirement to do his very best and extend the limits of his abilities, will encounter physical stress in situations such as doing the ropes confidence courses, running a fifteen mile marathon, jumping maybe 40 feet out of a tree on a flying fox, stepping backwards over a 120 foot cliff while abseiling, or straining to do the maximum number of exercises in a fitness programme. It should be emphasised that although activities clearly involve stress, they are nevertheless related to each individual's own particular abilities, and hence the prospect of "over-stress" is minimal.

The question arises then, that if Outward Bound is often stress inducing, how do people behave under this stress, when does stress become crisis, and what is achieved by allowing this stress or crisis to occur?

Gordon Allport speaks of crisis as:

> A situation of emotional and mental stress requiring significant alterations of outlook within a short period of time. These alterations of outlook frequently involve changes in the structure of personality. By definition, a person in crisis cannot stand still; that is to say, he cannot reduce his present traumatic experience into familiar and routine categories or employ simple habitual modes of adjustment. He must either separate himself further from childhood and move toward adulthood, or else move backward to earlier levels of adjustment. 70.

Inherent in this situation is the simple idea that before a person can be interested in learning something (especially about himself) he has to become aware that there is something to learn. In dealing with "self " the opposite can also pose a problem, i.e. that the person can be aware that there is much more needed to be understood and known about himself but is afraid to search for the answers for fear they may cause discomfort to him or re-arrange a life which he has made comfortable, even if not satisfying, by avoiding such knowledge.

Hence we find that often it is only when something goes awry or when the self-image is challenged that a person even becomes conscious of his self-image.

Martin Hendy's 1975 research into Outward Bound and its effects on personality change found that one of the factors significantly different after Outward Bound (measured on Cattell's 16 Personality Factor Inventory) was factor C, i.e. ego strength.

Higher ego strength is characterised in the 16 P.F. framework as "emotionally stable, mature, faces reality, calm." 71. Hendy suggests that the "change in factor C, ego strength, is easy to account for. Since the modus operandi of Outward Bound is to throw a series of challenges at individuals and groups - this is generally known as understandable stress - the large increase in ego strength is not unexpected. " 72.

In the schools course area, an evaluation of the results of a major project conducted jointly by the East High School in Denver, Colorado, indicated that the course was very successful in achieving most of its aims, including increased self-awareness, self-understanding, better self-goals and general sense of responsibility. It is interesting to note in the design of the course that the technique used was one "of providing a real situation of understandable stress contiguous with highly-structured activities demanding co-operation from all members of a group in order to achieve a goal." 73.

In 1970 Joseph Schulze made a summary of the evaluation of the effects of Outward Bound training on students of Dartmouth College (U.S.A.) and New Hampshire secondary school students. His comments on the role of stress in these programmes went as follows:

> In all four courses, the participants found that, while there was a considerable amount of physical stress, the real stress was caused by the problems 10 people have in living and working together in a harsh environment. This mental and emotional stress was extremely valuable in causing the participant to examine his own behaviour and learn about himself. This self-examination was one of the most important aspects of the course.

> familiar, predictable, controllable, i.e. unfrightening and harmless is to know them and to understand them. This knowledge may have not only a growing-forward function, but also an anxiety-reducing function. 77.

The point is of course that if these fears are being hidden out of the way by the person, he can never become aware of them unless some condition arises that will break through the palliative, comfortable cushion of rejection and bring these fears into the real world where they can be seen and understood. This process may be stressful and anxiety provoking, but if carefully monitored by skilled instructors in a properly constructed and managed, nurturant atmosphere, it can also be an educational experience of great personal significance to the individual involved.

This area of stress and anxiety is one which tests the interpretive skills and perspicacity of the instructor and requires a carefully considered approach to each individual and his situation. As we have seen, the same stimulus can evoke entirely opposite reactions, depending on the interpretations of the situation by the individual. For example, knowledge may be sought by one person to reduce anxiety.

Hence the instructor must be alert to the development of coping styles of individuals. It has been pointed out that "once activated, coping styles may affect in important ways, other ongoing cognitive processing and behaviour. The influence of coping styles is highly pervasive in information processing." 78.

This need to interpret which behaviours of the student are coping styles and which are more basic behaviours and motivations is a very demanding task for the instructor who needs to use every ounce of his professional awareness and sensitivity if he is to evaluate the situation correctly.

The Outward Bound environment is loaded with potential for students to behave in sometimes uncharacteristic ways as a result of his response to the form of stress and anxiety provoking stimuli he encounters. It is the instructor's responsibility to act on his careful evaluations of each individual case to ensure that learning and growth oriented responses are elicited rather than defence responses or unproductive coping styles.

It is well established that high levels of anxiety in a person can be crippling.

> Evidence clearly points to the fact that high-anxious persons tend to be self-disparaging, and lacking in self-confidence and they have an unfavourable self-image. They tend to be low in curiosity and adventurousness, and to be characterised by a high incidence of day-dreaming. High anxiety is consistently associated with a lower level of academic achievement at both the school and the university. 79.

Although, as we have seen, Outward Bound has certain anxiety inducing features, it also has careful safeguards about eliciting any unproductive responses and stresses the need for staff to be alert to the ramifications of stress, anxiety and coping styles and for them to carefully evaluate situations and adopt a well considered, professional approach to their own guidance techniques.

Hence, these factors, combined with the generally nurturant and growth oriented philosophy and atmosphere of the course ensure that any anxieties stimulated by the course itself are unlikely to be damaging to the naturally high-anxious student.

The result is that Outward Bound can be a significant remedial experience for the high-anxious student.

A college student stated,"The philosophy of Outward Bound isn't really survival, its learning more about yourself, working with other people in a small group under hostile conditions, under pressure." 74.

It has been mentioned a number of times that in many respects a standard Outward Bound group takes on some of the characteristics of a T-Group.

The identity stress and the group survival stress which grows out of the unstructured nature of the T-Group is not dissimilar to that which arises out of the totally new and generally demanding and unusual environment at Outward Bound. These situations in T-Groups and in Outward Bound, result in "ambiguities which motivate considerable emotional involvement (not necessarily immediately satisfying) and the release of considerable emotional energy" 75. which in the T-Group is often necessary for the defense of the individual, but in the Outward Bound setting where the general reasons for existing as a social group are more clearly understood, are available as an energy source for change. If this is to happen, the student must not feel threatened by this stress rising out of his own and his group's identity stress. This prospect of threat is minimised by the generally nurturant atmosphere at Outward Bound which is largely created by instructors who are free to be alert to students' affective needs instead of pushing for grade results in subjects; and a philosophy that emphasises consideration for and understanding of one's fellow man.

Again the parallel with T-groups becomes evident as just in a T-Group so it is at Outward Bound that

> As members gradually identify their common problems, learn to express and utilise observational and feeling data, and build a group organisation, individual anxieties reduce and the individual moves toward less defensive behaviour.
>
> Closely intertwined with identity stress is concern with group survival and organisation. Indeed, the development of some kind of organisation to hold the members together and the emergence of a supportive group climate are seen as means of reducing anxiety.
>
> As defensive motivation is reduced, other driving forces lead toward continued high expenditure of emotion and behaviour. Increasing trust in the group and in other members and the desire to grow as an individual and to help others, serve as driving forces that encourage openness, acceptance of feedback, acceptance of feelings, and readiness to experiment with new ways of behaving. 76.

It can be seen that stress can have motivating powers at Outward Bound as long as the stress is not interpreted as threat and that the anxiety often accompanying stress or crises is not allowed to develop debilitating qualities.

One of the major points made earlier was that stress or crisis can often stimulate awareness that might not have been possible if the person and his self-image had not been challenged. It is in a similar way that anxious people or those whose confidence is retarded by generalised, almost subliminal fears of failure or the unknown, can be brought into confrontation with experiences which may bring anxieties to the surface, induce stress and maybe even crisis, but will result in real personal understanding and growth.

Maslow gives some insight into the way this process may work.

> The human being is very apt to repress his anxieties and fears and even to deny to himself that they exist.
>
> To such a person, the unfamiliar, the vaguely perceived, the mysterious, the hidden, the unexpected, are all apt to be threatening. One way of rendering them

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to bring an understanding of self that might reduce the number of mistakes young people make in trying to be successful in the transition to the deeper water targets of adulthood.

While guidance is important it is clearly the involvement in significant, intensive life situations that is the main teaching force at Outward Bound.

Gordon Allport would suggest that there are even inherent qualities in the role of teacher which prevent him from being successful in affective areas. He "focuses upon a common mistake that the teacher makes. It is to present students with his own carefully thought out conclusions when they themselves lack the raw experience from which these conclusions are fashioned." 81.

Real experience cannot be substituted if real affective learning is to take place, no matter how much more quickly this learning can be attained by good guidance and a well designed learning environment. At Outward Bound little is done to prevent loneliness, joy, cold, sorrow, apprehension, satisfaction, frustration or relief arising out of experiences that demand responses such as these. Students are faced with their own feelings in a way unlikely in their normal lives. They share them, exchange them and learn from them in a supportive group situation in which secret feelings are hard to hide and destructive reactions are bared for response.

Hence it can be seen that underlying the whole experience of an Outward Bound course is the good prospect of the student meeting with, having to face up to, and understand his feelings, his reactions, and his understandings of himself and life.

Physical Education.

The late Professor T.W.G. Miller in his analysis of the aims of Secondary Education defined a number of fundamental specific tasks. The first was "to promote physical health, strength, dexterity, stamina, agility and grace." He went on to point out that

> Life has a physical foundation. Physical unfitness depresses. Soft, suburban living - the lot of most of our children - needs correcting by exercise. Abundant health, the sense of physical well-being, gives zest to learning and to life. Physical skill, even in modest measure, breeds confidence. Games - thought of in an all-embracing way - are fun and add to the joy of existence. There is a strong case for camps as part of the programme, providing, as they do, experience of living in community under conditions of partial hardship, and experience of physical work in the open air. 82.

It is interesting to note his emphasis on the role of camping, or joint, outdoor activities of a non-competitive nature.

Unfortunately so much of modern education centres on team games which have competition as their central, unifying theme. This is not because physical education teachers necessarily revere competitive games (although many do) but often because in a hard pressed timetable, with demands to organise Saturday fixtures or a forthcoming sports carnival (all emphasising competition anyway), the physical education teacher often is forced into, or chooses, the easiest way out, and gets his class to play a game.

In the "excursion stakes" the physical education teacher finds himself at a handicap. Sports days (entirely competitive), disrupt school programmes and timetables anyway, and in the pursuit of necessary grade passes at the end of the year, although the history and science teachers may be able to convince administrators that an excursion will bring forth such interest and cognitive growth that higher grades are a certainty, and so the excursion worthwhile, the unfortunate physical education teacher often finds little sympathy for his application. ..67

Its potential to increase self confidence, improve self-image, promote discovery, curiosity and adventure and to handle real situations all seem to be cutting away at the basic factors characterising high-anxious people. Hence, in the long view, Outward Bound may be seen, not as an environment creating stress and anxiety, but one in which high-anxiety may be reduced.

Affective Learning.

It will be obvious throughout this paper that Outward Bound's influence in the affective domain is very pervading. Because of this, only brief mention needs to be made here of the ways in which affective education is achieved through Outward Bound and the significance of some of these affective experiences.

The key approach to affective learning at Outward Bound is that of experience. This may best be illustrated by looking at the classical experiment by Judd in transfer of learning and drawing a parallel to affective learning.

> Judd set two groups of students the task to hit a target under water with a dart which necessitated a readjustment of the ordinary way of throwing the dart because of the refraction by the water of the light from the target. One group tried repeatedly to hit the target without any instructions whatever. Before the second group began its practice, however, the experimenter gave the boys an explanation of refraction and the relation of the phenomenon to the task at hand. Both groups required the same length of time to learn to hit the underwater target. Then the conditions were modified by changing the depth of the water, which would make further re-adjustment necessary in throwing the dart. The change in the apparent displacement of the target confused the boys who had had no explanation of refraction, but the boys who understood the theory of refraction, adapted readily to the deep water. [80].

This item of cognitive research is almost an affective domain parable for Outward Bound. The Outward Bound student is faced with a task, that is living and understanding his life. This task is the same for non-Outward Bound students. Both groups of people make hit and miss attempts to understand their lives. The Outward Bound student comes to Outward Bound, where the experiences for 26 days are more intense and have a magnified reality. He is in an environment that compels him to understand, provides him with real feedback and exposes his feelings and reactions. The group, the instructors, the debriefing sessions, the interviews, the experiences, all contribute towards a greater understanding of the principles of living, feeling and socializing. The non-Outward Bound student also encounters many of these conditions in his everyday life, but not as many or as intensively as can be achieved in 26 days at Outward Bound.

The Outward Bound student returns, knowing something more about himself and about people and about life than he did when he entered the programme. He is now better equipped to fulfill his task of living than previously. He is, in the terms of Judd's experiment, more likely to hit his target more quickly, even when the water gets deeper.

It should not be assumed from this parable that it is suggested that without an Outward Bound course people will not have the understanding for living satisfactory or successful lives. In the Judd experiment, the control group was also able to hit the target in the deeper water - they continued along in their trial and error methods - they made a lot of mistakes and they took a lot longer.

It is in this area that Outward Bound's potential lies. Its potential

encountered. More importantly, it usually gives a person a far better feeling about using his body to achieve feelings of satisfaction and achievement. The fitness programmes, physical demands, outdoor life and general adventure nature of the activities gives a student a feeling of well being and often a new body self-image. These feelings, and the fact that the programme is designed to provide incremental success experiences help a person to feel good about doing active things and can also considerably raise a person's confidence not only in doing more active things but also in himself generally as a person.

The prospective value of the holistic nature of the physical education aspect of Outward Bound may be seen to be heightened by an understanding of the correlation between psychomotor and whole life experiences and cognition.

> For example, Ismail and Gruber, in 1967, reviewed a large number of studies and did some themselves in which correlations were run between various measures in the psychomotor and cognitive domains. They found that psychomotor abilities and particularly co-ordination, balance, and rhythm, which require mental activity as well as practice of motor acts in order to be developed, correlate low but positively with educational achievements. 84.

It is interesting to speculate about the effect ropes confidence courses, rock-climbing, group initiative tasks, fitness training exercises and paddling may be having on cognitive development at the same time as they are developing teamwork, fitness, confidence and success experiences.

Outward Bound, with its professional staff and specially researched programmes incorporating a wide range of activities and experiences would seem to be naturally suited to making significant contributions in the field of physical education.

One of its major contributions may well be its public accessability. Its public programmes such as standard and adult courses and Pack and Paddle camps all make an outdoor, physical, educational experience available to people who by desire or circumstances would not or could not join an ongoing sporting or activities group. Or are not inclined to use public sporting facilities, or see the purchase of equipment just to try out an activity as an expensive and wasteful pursuit.

The fact that many of those who come to Outward Bound are sponsored by service organisations and by industry or commerce, often means a much greater spectrum of the community is exposed to active experience in the outdoors. Without such avenues of accessability the situation may continue whereby this range of experiences is currently limited to the more intelligent, more affluent, better educated, urban dweller. 85.

This legacy of interest in physical activity and particularly involvement with active outdoor pursuits may be one of the most observable outcomes of attending an Outward Bound course. Fletcher's study of Outward Bound in Britain certainly seems to support this view. He found, for example, that

> Between 60 and 70 per cent of students reported that after finishing an Outward Bound course they had continued to practise one or more of the outdoor skills learnt, particularly walking and canoeing, and the same high proportion spoke of the enrichment of leisure time activities that had resulted. 86

Environmental Aspects of Outward Bound Education

The words Outward Bound have become synonymous with outdoor education and adventure in the outdoors. One only has to have a passing contact with the organisation to know at least this much about it. Unfortunately this often leads to misconceptions.

Often, more enlightened administrators, who see the sparkle of excitement and interest in the eye of a student returning from a camp believe that they can formalise and codify the camp situation and then make it more available to more children. The sparkle, inspired by healthy natural experience in the outdoors, and the freedom to romp in harmony with nature, is mysteriously lost so often once the administrator, in his wisdom, decides a permanent camp, better washing facilities, beds, separate bunk houses, then an amenities block are all needed to make the camp "better." Soon,"out of bounds" areas,administrative notices, staff rosters, equipment systems, standard programmes and specialist staff have made the camp so much "better" that it has lost most of the value that caused the original sparkle. At this point, however, the idea must be supported in order to justify the now considerable effort and expense incurred in establishing the facilities, and so numbers, and "politically" acceptable programmes become the order of the day. The camp by this time is usually dead, but those whose reputations were involved in its growth and sustenance can't afford to let it lie down.

Often Outward Bound is erroneously viewed as a panacea for a person's emotional, social or psychological problems. "Send him on an Outward Bound course, that'll fix him up," goes the cry. Outward Bound is not a panacea. It has great potential if designed and operated effectively, but neither the name nor the concept, simply in its own right has magic.

A similar situation prevails with outdoor programmes in the field of physical education. There is often thought to be a magic that comes automatically from attending "a camp," however, if that camp is to have any higher objective than baby-sitting, considerable attention and understanding has to be given to staffing, programmes, concepts and procedures.

Outward Bound is now established in Australia in a form which provides maximum potential for achieving high aims in this area of education. Its mobility through states, through education systems, through grades, through ages, through terrains and through particular applications all ensure that the staffing, programmes, concepts and procedures maintain flexibility and a high order of professionalism. This mobility allows a cross fertilization of ideas across schools, states and programmes, and the independent non-profit nature of the Outward Bound School ensures that it is able to pursue the primary aim of individual development, untrammelled by considerations of departmental, heirarchical promotions or profit. This does not mean however, that Outward Bound is a "reactionary educational concept," indeed as a policy, it works with schools and organisations,not in opposition to them.

Regardless of any shortcomings in the actual implementation of outdoor programmes in the school curriculum, it is nevertheless evident that the general concept of individual activities, leisure oriented and non-competitive sports and camping are all rapidly gaining general support.

Dr. James Darling pointed out that:

> the assumption that every decent Australian boy must be interested in competitive games, is an idiocy which has caused a lot of unnecessary unhappiness to a number of boys. [83.]

Fortunately this position is beginning to change in Australia and teachers and the society in general are beginning to see the young man or woman who chooses to go bushwalking, or canoeing or cross-country skiing as equally well and productively engaged in recreation as a football or hockey player.

Because of the broad range of activities encountered on a course, Outward Bound often provides a good introduction to sporting and recreational possibilities that the individual may not have otherwise

and thoughts as well as an information source on social interactions; and solo which promotes the assessment of social relationships by isolating each student from them for three days and nights with a prelude of intensive social interaction and feedback which accentuates thoughts in this sphere.

Just as in the learning of any new skill, the approval of a group is a powerful source of motivation and support and so it is with the learning of interpersonal skills at Outward Bound.

> When interaction is frequent or when the situational context is such that it is highly important for each party to behave in a predictable and interdependent way, well-established expectations arise that have an obligatory, normative quality. 8.

It is these mutual expectations, oriented towards social "survival" and under the influence of the Outward Bound philosophy of considering others as fully as possible, that differentiate the Outward Bound group from the collection of individuals who arrive on the first day of the course.

Before successful development of social skills is possible however, each student at Outward Bound must be prepared to make some commitment to this new social environment, some investment of self.

Again, just as in a T-Group situation

> Learning and improvement follow in large part from the individual's struggle to find membership which both satisfies him and contributes to the group. When this is achieved, there is less need for individual defenses. The needs and resources of all can be used freely.
>
> In struggling to achieve such membership, individuals acquire new insights into self, into others, and into the group itself. They gain new skills of co-operative action and new ways of learning. Gradually individuals find that they can open themselves up to learn and to help others in learning. A group for learning - that is to say, a group whose members are willing to consider the possibility of personal change - gradually emerges.
>
> This movement, however, is not easily achieved. Entering an interchange of influence can be extremely threatening; hence the necessity, first, for personal security that the individual's integrity and identity will be maintained, and second, for willingness to invest self, even if this involves risk of exposure and of change.
>
> Investment of self requires considerable awareness of one's own motivations and personal defences. It also requires awareness of personal identity and sufficient ego strength to relate to others interdependently rather than dependently or counterdependently. 9.

That this process is successful in promoting awareness of others and social skills, seems to be well borne out by Professor Fletcher's comprehensive 1971 study of Outward Bound and its influence. He found for example, that "64% of students believed they had become more aware of the needs of others or improved in their ability to mix well, whilst 43% of sponsors reported noticing this change." 10.

It is the recognition of this potential of the Outward Bound environment, if properly constructed and controlled, and the acknowledgement of the interdependence of the variables within the programme, that leads to the careful design of courses and the need of staff to understand the dynamics of the programme.

In order to understand more fully some of the various elements which determine the potential of Outward Bound to contribute significantly

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> The individual's ability to interpret social situations and to respond to them adequately is also a function of the amount and diversity of experience he has had in reacting to other people. Here, as elsewhere, the ability to discern the relevant patterns and details in a situation develops with practice. As one observes the effect of his own behaviour upon the reactions which others in turn make to him, he selects modes of social response that may persist into maturity. 5.

Hence Outward Bound hopes to stimulate the social skills development of each individual through 5 general processes, firstly by exposure to a great range of social resources through the diverse backgrounds of its staff and students; secondly by impelling students into social experiences that prompt active responses of dynamic accommodation and re-evaluations of attitudes and behaviours; thirdly, by encouraging a supportive environment in which social skills can be experimented with and developed, without fear of psychological threat; fourthly, creation of an environment conducive to real and positive feedback to enable more realistic evaluations of social success and effectiveness,and fifthly, by broadening the range of each individual's social roles.

The effectiveness of Outward Bound in achieving these aims is increased by the acceptance by each student of the training conditions before he arrives on the course. The two main conditions are simply that he should do everything to the best of his ability and consider other people as fully as possible. These voluntarily and actively accepted pre-conditions to doing a course orientate the student to seek development in these areas.

David Johnson outlines a five step process for learning new interpersonal skills which closely parallels the processes outlined earlier. He suggests that the new interpersonal skill acquisition process involves

1. Becoming aware of the need for and uses of a new skill.
2. Identifying the behaviours involved in the new skill.
3. Practicing the behaviours.
4. Receiving feedback concerning how well the behaviours are being performed.
5. Integrating the behaviours into a behavioural repertoire. 6.

The social climate at Outward Bound is such that these processes are maximised. The "unity in adversity" nature of many experiences; the need to organise supplies weeks ahead, the need to co-operate on expedition; the need to trust each other in safety techniques at rock-climbing or caving; the need to co-ordinate in a four man raft; the need to harmonise with three others living under the same plastic bivvy sheet: all ensure that students are aware of the social consequences of their behaviours, have clear feedback, and the opportunity to practice new behaviours. The closeness of this interaction often parallels features of T-Groups.

The social situation created at Outward Bound is very similar to that described below referring to T-Groups laboratory training:

> Immediate experiences of participants furnish the basic ingredients for laboratory learning. The struggles of groups to achieve satisfactory organisation and forward movement, the strivings by members to find a place in the formation and functioning of their groups, the efforts of members to integrate discrepant demands stemming from multiple memberships - all of these experiences yield vivid and personal content for learning. 7.

The prospects for this learning occurring are increased by techniques such as the writing of journals which require students to record their thoughts and actions each day and so have them available for personal evaluation at a later time; interviews and debriefings and group discussions, all of which provide a proving ground for new social behaviours

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the person to develop age relevant skills, to practice social skills and develop communication skills, without the overshadowing "threat" of adults whose values, attitudes, skills and expectations are alien.

Hence peers are important as a reference group and help an individual find his identity in his own social context. As has been discussed under the section on staff, the relative youth of the staff at Outward Bound and the likely perception of them as attractive models, strengthens the impact of staff being seen as a peer/reference group. Similarly, within the broad range of students on an Outward Bound course, the prospects of an individual interacting with or discovering attractive models is greater than in their normal limited social contacts, and so here too the peer group may often take on the nature of a peer/reference group.

It must be remembered that the peer group is likely to have more powerful effects on the individual in the Outward Bound context because it is positively oriented towards doing so through the conscious expectation that each person will consider every other as fully as possible. Hence the generally supportive and nurturant quality that is typical of Outward Bound groups provides an environment in which new social behaviours may not only be adopted, but experimented with and practiced with reduced prospects of fear or threat.

Under these conditions, the likelihood of an individual perceiving a role model which is particularly attractive to him is increased. The likelihood is also increased of that person, whether it be a staff member or student, being important to the individual in achieving a joint task, or providing counselling or advice, or giving the individual physical, intellectual or moral assistance. Hence that person is likely to take on the role of "significant other" and have a particularly strong influence on the attitudes and behaviours of the individual.

In all of these cases the impact of peer and reference groups and significant others is likely to be greater on students who arrive on the course with less adequate or less clear social identities, and those who feel unthreatened, or an to change. and have had fewer opportunities for diversity or richness of social interaction in the past.

It is important to note however, that it is difficult to assess the direct influence or impact of such conditions as described here, particularly as they are influences that are least likely either to be understood by individuals themselves or articulated even if they are. It would also be interesting to evaluate in some controlled manner the degree to which students accept or perceive Outward Bound conditions as significant reference locations and how much they may be only prepared to exemplify relatively short term "membership" behaviours. Some research results (12) have advanced the idea that reference groups influence the attitudes of an individual, while membership groups influence attitudes that are expressed.

If this is so it would be interesting to assess to what extent and intensity attitudes can be expressed before they become a part of that person's repertoire of real attitudes and so part of his identity. Is 26 days and the intensity of an Outward Bound programme sufficient to achieve this transformation?

Social Interaction and the Outward Bound Experience.

Social interaction is a very pervasive feature of human life. Much of the substance of our experience is shaped by social relationships involving interaction. All of our individual characteristics, attitudes, beliefs, concerns and aspirations are affected by it in some way.

The poten ial for man to learn through experience has already been discussed. The potential of social interaction as an important aspect of experiential learning also needs attention.

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to the development of social skills, and to the social education of the individual it is necessary to look more closely at some of the influences and features of Outward Bound programmes.

Before looking at these various dimensions however, it is important to stress that Outward Bound is a total experience, and almost invariably the influences operating are interdependent.

Peer and Reference Groups and Significant Others.

It has already been pointed out that the simple diversity of backgrounds of the students and staff of Outward Bound forms a rich milieu in which prospects of increased social awareness and understanding are enhanced. This is satisfactory as a broad view, however certain elements within this milieu have more significance than others.

No student arrives at Outward Bound without some social identity, and more often than not they arrive with two; an actual social identity, i.e. the position they hold in their own society; and a perceived social identity. Each student is in essence, the synthesis of all the social roles he has ever performed from his birth, as well as his perception of them.

Important in these processes are key reference groups. Unfortunately, as earlier outlined, most people have in fact a paucity or range of social relationships, and an even smaller range of reference groups.

The limited range of reference groups available to the individual however, does not mitigate against the strength of their influence on him.

Reference groups are so called because they are perspectives, or attitudes or sets of beliefs which are used by any particular individual as a frame of reference for the organisation of his social/cognitive fields. Various groups may serve as reference groups, and even membership is not essential, indeed sometimes orientation is sufficient. Their importance is that, whether real or imagined, they are the embodiment of social values to the individual adopting them. They constitute important sources of social control, and of values for the guidance of behaviours and attitudes.

Consequently, it is clear that the greater the opportunity an individual has to encounter more potential reference groups, the greater the prospect that he will be able to find appropriate reference groups that will lead him to attitudes and behaviours appropriate to him as a person and his future welfare.

Outward Bound, of course, provides many potentially alternative reference groups, not just in its structure and staff, but in its philosophy, its principles, and its accumulation of groups who each form their own, appropriate and unique value systems.

The strength of the potential of this situation is outlined in David McClelland's motivation change theory in which he states that:

> Changes in motives are more likely to occur and persist if the new motive is a sign of membership in a new reference group. No principle of change has stronger empirical or historical support than this one. Endless studies have shown that people's opinions, attitudes and beliefs are a function of their reference group and that different attitudes are likely to arise and be sustained primarily when the person moves into or affiliates with a new reference group. [11.]

The impact of the new, potential reference groups at Outward Bound is ever further strengthened by the influence of both peers and potential significant others in this environment.

It has long been observed that peer groups can have very powerful learning influences, especially for the adolescent. The peer group enables

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As has already been seen the Outward Bound experience is far from being simply physical. It aims at the development of the whole person, and in pursuit of this aim, the social domain cannot be underestimated in significance.

Indeed 'our very ability to experience, to decide, and to control our own behaviour through our decisions is dependent in many subtle and involuntary ways on our relationship and interaction with our fellows." 13. This effect of social experience in the Outward Bound context is seen primarily through two dimensions. The first and most obvious of these is the nature of the social interaction, communications, relationships, sharing, and all those communal aspects indicative of man. The second, less visible, but probably more powerful is the impact of such experiences on the nature and understanding of self.

It is difficult to divide out these two dimensions as they are interdependent. For example, Festinger's social comparison theory postulates that man has a drive to evaluate the appropriateness and rightness of his opinions and abilities. Because the individual can evaluate himself only by comparison with others, he is motivated to belong to groups and associate with others. There are other reasons for joining groups, but it seems clear that the drive for self evaluation is an important factor contributing to making the human being gregarious. 14.

Unfortunately, for a host of reasons, involved in other personality dimensions, or geographic, social and economic conditions, many people, find themselves isolated from gregarious activities and consequently divorced from many opportunities for self evaluation. This often has many of the elements of a self-fulfilling prophecy as it is likely to increase the prospects of poor social skills which decreases the prospect for effective social contact which further limits social skills. The important side effect to this vicious circle is that it also precludes the type of feedback mentioned earlier as so important to the person in self-evaluation and consequent understanding of self.

At Outward Bound the opposite effect is observed. The individual is impelled into social situations of great intensity, from which the likelihood of withdrawal is limited by the perceived necessity for the group to interact in order to achieve group goals, (often interpreted as being of a survival nature). Hence these 26 days of rich social interaction provide in a supportive environment, opportunities for experimentation and real feedback at the same time as providing satisfaction from achieving joint social aims.

It is interesting to observe that the layman often feels that Outward Bound is most likely to be relevant to young people in scouting groups or those who "like that sort of thing", whereas considerations such as those suggested above seem to indicate that the Outward Bound experience may be at least, if not more, relevant to people who do not belong to groups or do not normally engage in these activities.

The richness of the social experience provided at Outward Bound is indicated by the multitude of different backgrounds and different life-styles encountered.

An increasing body of research in this area seems to be indicating that Outward Bound has considerable potential for success in this area.

In a 1970 study based on interviews and questionnaires, Joseph Shulze concluded that:

> In an age of conflict between age groups, races, and styles of dress and behaviour, it is extremely important that we learn to acknowledge and respect our differences of styles and values, and work together. The Outward Bound course seems to foster respect and tolerance for others by bringing students of diverse persuasions together and making them work side by side for their mutual benefit. 15.

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However, it is not simply the rich diversity of backgrounds which helps Outward Bound achieve these desirable outcomes, but also the nature of the design of the programme and the form of the interaction. Indeed, depending on the overall aim of the programme it would appear that considerable advancement in teamwork, trust, co-operation, understanding and more effective personal relationships can be achieved even in a more homogenous group, as long as the environment is appropriate.

In 1972, for example, Ratcliffe evaluated a senior seminar programme following Outward Bound principles at East Denver High School, Colorado, and found that in comparison with the control group, the students related better to members of other racial groups; developed closer personal relationships with other students and even related better to their parents.[16].

The Outward Bound experience is one which stimulates a sense of mutual dependence and trust and teamwork. Students find themselves together, in a challenging environment where they need not only to work together, but also to rely to a large extent on each other for emotional supports as well. This develops a genuine concern for others which fits well into the general philosophic aim of trying to consider others as fully as possible, which is promoted and accepted at the beginning of the course.

To the person who has not had the opportunity to see an Outward Bound programme in action, it may seem odd that such claims for mutual concern, trust, and joint achievement can be made by Outward Bound when in the broader world, where people also clearly have diverse backgrounds. there is so much distrust, lack of concern. and selfish intention.

The key to understanding this is the holistic and intensive nature of an experience which strips away artificialities and centres on genuine needs and real and purposeful action. Indeed in this Outward Bound context, the very weaknesses of the disparate and selfish community outside Outward Bound are overwhelmed by the positive need for a group of people to combine effectively. Once relieved of these negative influences a whole new potential arises.

An indication of this potential is readily seen in research findings that groups made up of individuals with dissimilar personalities tend to produce higher quality solutions, of a creative kind, than do those made up of individuals who are most similar in personality. [17].

Similar research has also found that heterogeneous groups produce a higher proportion of high quality solutions than do homogeneous groups. It is also interesting to note that this quality of heterogeneity coupled with non-authoritarian leadership and collective problem-solving techniques may be the source of much of the satisfaction and sense of achievement expressed by students on Outward Bound programmes. For the research in this area also indicates that the satisfaction of individuals with solutions reached is highly correlated with the degree to which the individuals reported having had influence in determining the group solution. It is also suggested that -

> Solutions with high quality and high acceptance can be obtained from groups in which the members have substantially different perspectives on the problem, and in which these differences are expressed and used by the group in arriving at the final decision. [18].

Inherent in these findings is the idea that an individual finds it rewarding, satisfying, and by implication, conducive to growth, by gaining feedback from such social experiences. It is this real, and relevant feedback which provides much of the social education value of Outward Bound.

In the broader society there are various factors which account for the withholding or distortion of responses by persons with whom an individual has tried to interact. In the Outward Bound context fewer of these are relevant; the association is not ongoing (mistakes don't have to be lived with forever); the environment is non-evaluative (no one person wields

The Outward Bound Group.

Outward Bound has no reason for existence other than the facility it can provide for the personal growth of the individual. It is not a movement trying to make some corporate achievement and it does not have aims which in themselves necessitate its participants working in social groups. However, this does not mean that the individual is the only, or even the most appropriate unit for achieving action or change, even for that individual.

The Outward Bound group contains within its construction a wealth of valuable data. It has transactions and interactions between members, it has the behaviours of the individuals as they struggle to create a productive and viable organisation; it has most of the qualities of a diverse miniature society. Because the Outward Bound group has been formed primarily to allow certain joint goals to be achieved, it takes on an identity of its own. The people involved divide certain functions, establish communication links, become more sensitive to one another's expectations regarding normative actions and expressions of attitudes, and take on a sense of group identity.

Much of the structure of the group, its learning potential, its operation and its effect on the individual members, comes about through group processes and group dynamics common to many group situations. These particular processes and dynamics, are of course, influenced in particular ways by the Outward Bound context in which they occur. However, general research into group phenomena and particularly into T-Group phenomena has much to offer in the understanding of the Outward Bound primary group.

The significance of a primary group to Outward Bound processes is well evidenced by the fact that from the very beginning of Outward Bound in 1941, such groups have been the basic organisational and educative unit. Although the name variations include brigades, watches, crews, patrols, and in Australia simply, groups, these primary units are used at all Outward Bound schools throughout the world.

The actual size of this primary group varies around the world but generally does not go lower than 9 and rarely over 14. The consideration of the appropriate size for any particular situation, school or programme is one that is usually given much thought.

In general, the larger the group, the less opportunity there is for each member to contribute and the more marked are the differences of those who will contribute least. Again, in general, members of smaller groups will tend to gain more personal satisfaction from their membership and are more likely to reach consensus more quickly than large groups. However, there are also other aspects to group size.

For example, larger groups have greater potential for heterogeneity of contribution, diversity of opinion and pooling of resources for the achievement of greater goals. Smaller groups may cause members to be constantly "on call," lack sufficient diversity of opinion or people resources to achieve goals. It is the recognition of the advantages and limitations of different sized groups that leads the Australian Outward Bound School to vary its group sizes, not only on different programmes, but also within any particular programme.

On standard courses for 17-25 year old students, the primary group most commonly used by Australian Outward Bound is 12. The most common numbers throughout the world Outward Bound Schools for standard courses are either 10 or 12.

Walsh & Collins, in discussing the primary group (which they call a "ten-group"), in American Outward Bound, suggest that such a group

enjoys some unique properties:

1. It is large enough to have and to accommodate diversified

influence or power over another person's future); and it is non-competitive, just to name a few of the differences. The immediacy of the experience also promotes more of an instantaneous and spontaneous quality to the feedback. Hence, one of the most powerful effects on the validity of a person's learning, that of instantaneous and real feedback on the effects of his behaviours is made available to the Outward Bound student.

These social learning experiences are vitally important to the growth of the person,as what a person does in a particular situation is greatly dependent upon his ideas about what he is and what is expected of him. Thus, these experiences determine his actions.

It is the accumulation of his actions, feedback on actions and social interactions, which gives the individual his sense of self. As discovery or clarification of the concept of self is one of the main objectives of Outward Bound, it may be valuable to look at the self-concept from the angle of social interaction and experience.

> The self is essentially a social product arising out of experience with people. We learn the most significant and fundamental facts about ourselves from influences about ourselves made as a consequence of the ways we perceive others behaving toward us. [19].

Unfortunately, if the individual cannot interpret the "inferences" or doesn't have the skills to have productive relationships with other people, or isn't able to satisfactorily perceive the ways others are behaving towards him, he is likely to have a self that is inadequate, confused,or at least, unclear. The Outward Bound environment, very like a T-group environment, compels individuals into social interaction, centres their thoughts on this interaction, and through de-briefings, interviews and careful control of grouping, maximises the opportunities for these individuals to gain clearer perceptions of responses to their behaviours and intensified inferences about themselves as people. Occasionally these inferences may strengthen into confrontations, or crises such as those described in Chapter 2.

It is through such social processes and experiences that the student is often forced to divide his confused concept of self clearly into the subjective "I" and the objective "me" components outlined by George Mead[20]. This division, as a pre-requisite to analysis, and if the student chooses, re-formation, is important to a clear and adequate concept of self for the student. Activities such as solo, the marathon run, journals and group sessions, are all designed to maximise the possibilities of this happening.

It is important however, that a new and untested and consequently fragile self-concept should not be thrown out into the world too abruptly, as for some people this may be traumatic, especially if their expectations are unrealistically placed. Hence it is important for the individual to have time and opportunity to test out as many facets as possible of his new self learning. Hence, a programme of 26 days is seen as necessary to allow this process to take place effectively and activities such as final expedition are incorporated after solo, to allow students to test their new resolutions and new understandings. Often this will lead to yet another re-assessment of the newly assessed concept of self. This may be unsettling, but it is better that this happen within the bounds of a nurturant, supportive and personal growth oriented climate such as that af Outward Bound.

It can be seen then that the social interaction and experience encountered at Outward Bound is within a framework designed not just to increase social awareness, social skills and understandings of others, but through these interactions and experiences provide an increased opportunity for people to come to a clearer and often more realistic understanding of self.

One of the key factors in this and other dimensions of the Outward Bound experience is that of the primary group in which the students operate. The group has learning and other characteristics all of its own and the dynamics of the Outward Bound group deserve closer attention.

behaviour types; yet, it is small enough that cliques based on these types are not likely to form.

2. It is large enough to have conflict; yet, it is small enough to manageably resolve it.

3. It is large enough, and the nature of its common objective (mastery of the tasks of Outward Bound) important enough, that there exists a collective consciousness or bond, along with the individual consciousness of the participating peers. 21.

It is just such a group that each student is allocated to on the first day of the course. As outlined earlier, each group is made up of as diverse a range of ages, backgrounds, occupations etc. as possible, and people who may happen to know each other are not included in the same group.

Students are immediately plunged into one of the timeless dilemmas of human beings entering any communal situation: how to achieve secure membership in the group while retaining autonomy as a person.

So begins a process, which, though consciously constructed, mediated and influenced by the programme and staff, and sometimes redirected to achieve certain outcomes; nevertheless takes on a quality all of its own.

Two of the earliest problems needing resolution by the individual once he has been placed in his group are those of membership and involvement. (There are of course, students who arrive at the course with no real intention of participating. These students will be looked at a little later).

Very quickly at the beginning of the course the students see that activities such as cooking, expeditions, instruction, etc. will be more liable to be achieved and more conducive to good organisation if they are in a group. This factor in addition to a general confidence in the organisation that put them in the group immediately on arrival leads to a very quick acceptance of the idea of being a part of this group.

As they are also immediately launched into activities stressing a group identity and are allocated to a group instructor, issued group gear etc. the idea of being in a group becomes attractive to them. As the course progresses this attraction increases as the group provides satisfactions through the achievement of what it is in the member's interests to have it achieve.

However, while the group is actively involved in physical activities and being bound together as a unit by the common dimension of being in a strange, demanding and unfamiliar environment, there is little going on within the group to make membership or location easy for the individual. In keeping with the policy of not appointing leaders, students find the group itself structureless. In an attempt to find security in this alien environment, students will attempt to draw answers from the instructor to mitigate their uncertainties. However, the instructor will judiciously avoid "solving" all of their problems for them and turn questions back to individuals or the group. (As mentioned in the section on staff this process is a very seductive one, in which much flattering attention is given to the instructor in attempt to get him to accept responsibility for, and give security to, both the group and individuals - the good instructor avoids this seduction, turns back responsibility while at the same time not alienating the students.)

This search for structure and security by the students at the beginning of the course and the ambiguity of the situation, provides an immediate source of considerable emotional involvement. This ambiguity produces stresses related to both individual identity and group survival. The question about the desirability of group membership, the uncertainty as to how to proceed and the very unpredictability of the situation cause students to become deeply concerned not only about their own identities and their relative positions in the group but also about the nature of the group itself. This concern is increased by there being no obvious pattern of

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membership through which to discover what is expected of him. In the early stages of the course the group has usually not yet established ways to evaluate or utilize contributions. This dilemma is often made intentionally apparent by the location, early in the course, of group initiative tasks, wherein a problem requiring group action to solve, is posed by the instructor who then withdraws, leaving the process for solution without any guiding structures.

The interactions which ensue are often fraught with confusions and stimulate the energies of individuals towards evaluating their own positions within the group and the nature of their own and the group's identity. What appears to be a rejection to an individual making a suggestion may simply be the inability of the group to do anything because no conscious group goal or pattern of procedure is present. Contributions may die for lack of procedure for testing or accepting. Perceived rejection of what the individual sees as a logical suggestion increases his uncertainty.

These uncertainties usually develop strong motivational forces which make a valuable contribution to group and individual achievements, and understandings which are to come later in the course and under even more difficult circumstances such as final expedition.

This positive outcome arises because the personal and group identity stresses stimulated, as described above, motivate considerable emotional involvement (which may not be immediately satisfying.) They also release considerable emotional energy for the defence of the individual. However, as members gradually identify their common problems, overcome common difficulties, learn to use their group's internal resources and build a group organisation, individual anxieties reduce and each person usually moves toward less defensive behaviour. This opens the way to an interchange of real feedback and honest interaction which becomes the basis for much personal and group development later.

In order for this process to occur, and if mutual acceptance which leads to effective membership, is to be achieved, then each of the individuals within the group must learn to lay aside not only formal status roles (such as teacher, bank officer, apprentice, unemployed) which may have been held outside Outward Bound, but also the desire to adopt roles which will be interpreted by the remainder of the group as not relevant to the group's situation and aspirations (for example, dominant leader, or cynic).

The necessity to do this is made more readily perceived through the combined strength of the expectations of behaviour soon developed within the group. Indeed one of the features of the newly developing group as an entity in itself is that it soon begins to develop shared norms and shared expectations about each other's likely behaviours.

The conditions for membership thus grow clearer as the course proceeds. The struggle required to gain effective membership, and in resolving the uncertainties of requirements, leads however to a strength of feeling about membership that is extra-ordinary. When added to the "unity in adversity" quality of a group moving through an Outward Bound course, it often develops bonds of concern and support for each other that are rarely encountered elsewhere. As all students, including those outside the particular primary group are also undergoing the same experiences, there is a bond of shared understanding which is very strong. The difficulty of retaining contact with the group after the course often leads to the positive feeling for Outward Bound so frequently reported by ex-students being strengthened as the organisation and the concept become the only available depository for these strong attachment feelings.

The strength of these attachment feelings, both during and after the course, will often depend on the amount of investment the student has made in the group during the 26 days. Undoubtedly the group grows stronger as its members invest more in it. However, becoming totally absorbed by the group denies much of an individual's identity and recognition. Hence, there is a continuous tension between these competing needs. The environment in

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> good group development leads to effective and wise utilization of the resources of the group so that the achievement of consensus really does express collective wisdom. With this, the group develops a special coherence and an emotional power which gives experiences in it and learnings from it, considerable intensity and potency. 25.

The group thus provides a basis of support from which the student can face the demands, challenges, fears and anxieties of the Outward Bound course and an environment in which he can share his joy, his successes, his aspirations, his thoughts and his feelings.

The group does however require some sustenance and absorbs a certain amount of individual energy in this process. One of the key factors in effective group operation is that of interpersonal communication.

Communication within the group is of three types. The first, which we may style "contact communication" has already been referred to as an exchange of views, information and attitudes, and provides much of the inferential feedback conducive to social learning. It is the social talk inherent in all situations where people come together. The other two forms of communication have much more clearly defined purposes.

One is "organisational interaction" and the other is "personal communication."

Because groups need to work as a group to achieve many of the tasks at Outward Bound they need to communicate effectively in an organisational sense to achieve these aims.

Inherent in the programmes and procedures are a number of factors which assist in this process. For example, students are given an outline of basic considerations in presenting ideas to a group of people in one of the early "communication" sessions. Later communication sessions give students a chance to practice getting ideas together and presenting them. These sessions take the form of "talks," which the students give, as well as more informal sessions conducted by the group instructor, often on expedition.

Apart from these structured times, confidence in presenting ideas is also encouraged every time the group meets to discuss or plan. The instructor ensures that all members in the group have opportunities to represent their opinions and guides the discussion to ensure that those with less social confidence are not overwhelmed.

As an adjunct to this process, at no time, apart from on final expedition, does the school or the instructor appoint leaders. It may well transpire that the group selects leaders for different tasks from time to time, but it does this of its own volition and the instructor ensures that these leadership patterns do not become fixed.

This means of course, that group problems such as planning menus, expedition re-supply organisation, cooking meals, arranging group equipment, solving group initiative tasks and resolving group conflicts and aims, all fall onto a group that has no formal structure. Hence devising some form of effective organisational communication is a pre-requisite to resolving any of the problems or tasks the group is facing. Consequently the motivation to acquire these effective communication skills is high.

Of the many communication networks available to the group members, the two most common forms adopted at Outward Bound are the "wheel" and the "circle." In the early stages of the course students usually try to adopt the wheel network in which one person becomes leader or chairman and communications come from the other members like spokes of a wheel to the hub. This form of leadership is desirable to them because it is most secure. It is even more secure if they can lure the instructor into taking on the hub position.

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which the students find themselves, with group debriefings, discussion periods, and group planning sessions, is conducive to a constant examination of the sources of this tension. This examination can be very productive for both self and group understanding.

Although the main area under discussion here is the influence and dynamics of the Outward Bound group as a whole, the group nevertheless provides a vehicle for bringing together individuals in meaningful relationships which can have considerable impact on their self-evaluations and personal growth. The most common of these relationships are those between student and instructor or one student and another "soul mate" within the group. (Both relationships seem more commonly observed in women students). This relationship is developed according to the general tenets of exchange theory of attraction. [22].

> It is generally agreed that attraction will follow if one group member directly provides another with rewards or the means of satisfying needs, or is perceived as potentially able to do so. It also occurs when people have joint membership in a successful group or go through an adverse situation together. There are many consequences of attraction on group and individual behaviour (and these are important to Outward Bound in achieving its objectives). People who are attracted to each other show greater ease in expressing aggression, respond favourably to situations in which the other is present, and tend to modify their self-evaluations and social perceptions to correspond with the attitudes they have about one another. [23].

In their paper on "The Exploration of the Outward Bound Process," Walsh and Gollins seem to take the exchange theory model on individual attraction and interaction and extend it into the primary group as a whole. This would seem to be an acceptable way of explaining much of what takes place within the functioning of the Outward Bound primary group.

They point out that the use of the primary group

> in the Outward Bound process recognises man's need for reciprocity. Reciprocity is an exchange system whereby strengths and weaknesses can be traded off within a group. Reciprocity is a way of creating order; there is survival value in identifying the total strengths, weaknesses and various skills of the group. Abilities can then be exchanged to a point where all the people contribute to the problem solving pool of alternatives. The exchange of one's abilities in intimate, socially acceptable co-operation with others is not readily available to people today. Its exercise in Outward Bound is a return to co-operative, enhancing social interaction, which re-organises the meaning of most people's experience. [24].

The most obvious outcome of this position is the development of mutual contributions, which as the group aims at goals greater than those which can be achieved by its individual members, take on a strong interdependent quality. This emphasises the worth of the group to the members and so one of the aims adopted by the group becomes that of avoiding or overcoming influences that may be disruptive to group harmony and reinforcing those influences conducive to a supportive group climate. This often leads to the group developing "healing powers" similar to those encountered in T-Groups. Although Outward Bound aims at encouraging good group development, this cannot happen if the instructor plays a too dominant or omnipotent role, or if conflicts are not provided with the appropriate climate for resolution, or in very rare cases, if the combination of individuals in the group is so laden with inadequate, abberant or unacceptable personalities that no cohesion can take place in 26 days. The aim of good group development, however,is usually achieved and leads to outcomes similar to that encountered in T-Groups where

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As the course progresses and they realise that the instructor will not accept the hub position in decision making and group process situations; and that if any one member begins to dominate the hub position the instructor or the circumstances re-arrange the parameters or re-define the needs to preclude that occupancy becoming permanent; and as the group members come to trust each other and understand each other's resources and act towards each other more interdependently; then the wheel network usually diminishes in use and the circle network is adopted more frequently.

The circle provides for the most equal interchange of ideas by its members. It has no clear leader or chairman and relies on consensus or occasionally for one person to break the circle and dominate, for action to take place. The breaking of the circle by a temporary dominant usually does not destroy the circle which has sufficient strength to absorb such abberations and will only support the lead taken if there is some form of consensus on that lead being acceptable anyway.

Research findings [26.] support the observations commonly made at Outward Bound, that the wheel is a far more efficient arrangement than the circle. However, the wheel also provides the fewest satisfactions to its members. Circle members, although lacking a clear leader, and although often more inefficient, find their roles highly satisfying.

This satisfaction gives impetus to involvement, commitment, understanding and learning. As these are the primary aims of Outward Bound and not the particular achievements of any particular group, it would seem that the circle network of organisational communication is the most appropriate to Outward Bound's objectives.

The other major form of communication within the group is that of "personal communication." Because of the bonds of unity, the shared experiences, developing trust and supportive atmosphere, students often relate to each other and to the instructor in more personal ways than usually encountered, especially in people who have been acquainted for less than 26 days.

Some of this communication is facilitated by a number of very informal interviews or private discussions between instructor and student, usually on the first day, before and after solo, before final expedition and on the last day. For these, and inter-student personal communications, to be most valuable as a source of learning and understanding, a certain amount of self-disclosure needs to take place.

> Communication that is characterised by fear of self-disclosure is like trying to talk to someone across a room filled with pillars. (During the Outward Bound course), the participants learn how to remove some of these pillars, and, often to their amazement, the house remains standing. [27.]

In most cases this move toward self-disclosure and more honest and deeper communication will not come about unless the atmosphere in the group is perceived as non-threatening and a sense of trust has developed. The need and appropriateness of increased self disclosure and close and personal communication will of course vary greatly from student to student. However, for some students this opportunity may well be one that is unavailable to them in their normal lives and is preventing the resolution of conflicts or personal adjustment problems.

Self-disclosure is not crucial to the operation of the group although it may well enrich it and its learning potential.

These various forms of communication do however make it possible for the group to both function and sustain itself. They also lay the framework in which an individual may gain the insights and support which lead to change.

Research illustrates how group support can be instrumental in

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influencing individuals to perceive new alternatives more favourably. [28].

One of these researchers, Cartwright, draws out three key principles involved in this process. The most important two of these in the Outward Bound context are:

> 1. The more attractive the group is to its members, the greater is the influence that the group can exert on its members.
>
> 2. In attempts to change attitudes, values or behaviour, the more relevant they are to the basis of attraction to the group, the greater will be the influence that the group can exert upon them. [29].

It is important to note two aspects of this situation. Firstly, Outward Bound tries to maximise the prospects for personal development and change but consciously does little to prescribe the direction of the change. This is up to the individual, hopefully following realistic self-evaluations and clarifications of objectives. Secondly, changes in behaviours, motivations, attitudes, directions and personal philosophies are often reported and observed as outcomes of Outward Bound courses. This may well be contributed to by the influences of the group factors under discussion here. It is important to realise that the prospects for this happening seem to be often a function of, and in proportion to, the degree of identification the individual feels with the group.

The group also has particular influences on other behavioural dimensions which may lead to change in these particular areas. It is interesting for example to see the role played by the group in motivation at Outward Bound.

One of the key propositions of McClelland's Motivation Acquisition Theory is that

> Changes in motives are more likely to occur in an interpersonal atmosphere in which the individual feels warmly but honestly supported and respected by others as a person capable of guiding and directing his own future behaviour. [30].

There are many opportunities throughout an Outward Bound course for personal, autonomous action. The programme is designed to ensure that, although challenging and difficult, these actions can bring success. The influence of this situation on goal setting and motivation has already been discussed in Chapter 2, however, we can see here the potential influence of the group on these behaviours.

Just as belonging to the group, (and the support of the group usually becomes important to the individual), so withdrawal of group support can also have a strong influence on the individual, particularly on his motivation.

Jones and de Charms, studied task related behaviours of group members, and their results are an almost exact parallel of the situation found at Outward Bound. They found that

> the task-related behaviour of a group member who is performing poorly is evaluated most negatively if he is perceived to be low in motivation. By contrast, if there is only a doubt raised about his basic ability to perform the task, he is not evaluated nearly so negatively by others. [31].

Hence we find that the group also often has an active, evaluating effect on the motivation of its members. Given the possible power of the affiliation needs of the member, any threat of withdrawal or reduction of membership as a result of low motivation may well have a stimulating effect on a person of otherwise low motivation. This situation is of course,

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strengthened by the general operational philosophy which is soon adopted by students, to do everything to the best of a person's ability. This and the pervading presence of the schools motto "To Serve, To Strive and Not to Yield" would all seem to work in favour of increased motivation.

Closely aligned with motivation arising out of the group setting is that of goal setting and achievement.

A general observation may be made that the higher individual and group satisfactions and the higher the morale in a group, so the goals set and the achievements made by that group will also be higher. In many cases this may well describe the situation at Outward Bound, however, in other cases the reverse may be true. For example, if the group members are simply gaining personal satisfaction out of fulfilling affiliation needs in this nurturant and supportive group their morale may also be high but their orientations toward achievement, especially if that is likely to introduce potentially disruptive stress into the group, may be non-existent. In such a situation, group satisfaction and high morale may be counterproductive to Outward Bound's aims as they are precluding the prospects of individuals facing increased challenge, overcoming difficulties and making achievements that not only extend the limits of their capabilities but are significant learning experiences.

This danger, of relating high morale automatically to achievement is present in any group setting and the only way to resolve whether one is in fact a good indicator of the other is to look at what the group is actually achieving (as opposed to what the group may perceive as its achievements) and to look at the nature of the group itself.

Martin Hendy, in a recent study analysing Outward Bound student behaviours with the assistance of Cattell's 16 Personality Factor Inventory, found that students in the Outward Bound group recorded a large increase during the course in factor C, ego strength. A high score on this factor is described as "emotionally stable, mature, faces reality, calm." He suggests

> There are times at Outward Bound when group morale reaches great heights and conversely great depths. This is noticed by the students, and their desire to improve group morale at times may perhaps contribute to raising the C score of individuals. [32].

Hendy also points out that the large increases in ego strength he found were not unexpected considering the modus operandi of Outward Bound in throwing a series of challenges at both individuals and groups. He also notes that "in experimental group dynamics it has been shown that groups of high-average C score maintain better group morale. [33].

It would appear then that while the Outward Bound group has potential for goal setting and achievement, it is difficult to draw direct causal relationships in this area. Nature of the group, aims of the group (whether task oriented or support oriented) and the psychological make up of the members, all play their part.

However, the problem solving and decision making processes of Outward Bound courses, while at least as complex are usually more readily observable.

The decisions made by groups are both quantitatively and qualitatively different than those made by individuals. Groups are more likely to make more decisions to act. They have a security of collective effort as well as the security (sometimes false security) of a feeling of consensus. The Outward Bound group will often accept challenges and make decisions which involve higher goals than individuals, probably as a result of the "risky shift" phenomena described in Chapter 1. (i.e. where diffusion of responsibility and bravado lead to greater risks taken in corporate than in individual decisions.)

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Through the group decision making and problem solving processes, each individual is able to modify his own views through hearing those of others. In expressing his own ideas he often clarifies them for himself. The greater number of people evaluating the ideas expressed gives the individual an opportunity to be a part of, and experience, the process of evaluating ideas.

It is generally hoped that such methods will normally see the best solutions chosen, however, until a non-threatening climate is established in the group and each individual feels that his ideas will be treated with respect, many good ideas may be suppressed by individuals who feel uncertain or that their ideas may be unacceptable.

At the level of the individual, Walsh & Gollins well describe the primary group at Outward Bound as representing "a social environment that promotes individual decision-making which at the same time has the support of a peer group and which takes into consideration the wishes and welfare of the group. In short, individuality within a co-operative framework." [34]

Throughout the entire programme students are impelled into situations wherein they have to solve problems and make decisions at the group or individual level. Some are as personal as deciding to make that act of commitment involved in jumping off a flying fox, or stepping over a cliff on a first abseil, while others are as group consensus oriented as planning out a group menu for the next 20 days. The intensity, range and situations are varied as much as possible to give students as much experience of solving problems and making decisions in as many ways as possible. In almost all cases any structures developed for easing these processes must be developed by the student or the group so that this process, too, becomes part of the learning experience.

The majority of students who come to Outward Bound are inclined favourably towards the experience and have expectations of positive outcomes. However, a large proportion arrive either not knowing much about what is likely to happen during the next 26 days, or feeling at best negative or at worst antagonistic about their attendance.

In these cases it is almost invariably with the group that these negative or antagonistic reactions appear and are attempted to be overcome. The behaviours soon evidenced by these people include; refusing to take the initiative, i.e. reacting to stimuli but not initiating contributions; cynicism, which prohibits or restricts his interaction in the group and may even inhibit the fledgling group's interaction; silence, withdrawal and provocation by extreme passivity; destructive humour, often loud and disruptive of attempts at getting initial group processes underway; and rationalizations of an almost infinite variety ranging from declarations that the situation is too contrived, or he was misled or that he's done it all before and so it's inappropriate.

As most of the students have positive orientations the group often takes on a "healing" quality even before it has had an opportunity to develop these qualities in the normal course of events. Indeed an antagonistic member at the start of the course often becomes part of the adversity to be overcome and so the group will more quickly develop even "greater unity" in the face of "greater (internal) adversity."

The resolution of this particular problem is assisted very greatly by the group which readily accepts the expectations of the school that people should try at everything. However, they also adopt the expectation of the school that every person deserves consideration as an individual and so an alienated person or someone who wishes to pull out of the course is generally viewed as a person whose needs require understanding and consideration. It is this nurturant approach by the group which assists most of these people to find meaning, relevance and satisfaction from their involvement in Outward Bound.

It may well be expected that the very rigorous physical, psychological,

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social and emotional demands of an Outward Bound course would lead many students to discontinue, and not complete the 26 days. The fact that there is no screening of students on fitness or experience or motivation or background or any other normal variable would seem to increase this prospect. However, since the re-establishment of Outward Bound in 1973 and by 1977 with over 2,500 standard course students having gone through 26 day programmes in that time, not one man, and only 3 women have withdrawn from the course (apart from a very small number for medical reasons.) This phenomenon is in part due to the effectiveness of the Outward Bound group's supportive influence.

Competition and Co-operation.

It is unfortunate that for so long the easy road to motivation was thought to be competition. This was as much so in Outward Bound in its early years as with most other educational organisations.

However in modern Outward Bound schools, group competitions, races, competitive games etc. have no place. This is not because of a denigration of competition, so much as a recognition of its irrelevance in the process of achieving Outward Bound objectives.

There is no doubt that for certain people, competition may be important in motivating the acquisition of such things as intellectual skills and knowledge or athletic skills and prowess, and has even been related to facilitation of increases in tested I.Q. [35]. However, as desirable as they may be, none of these aims are amongst the primary aims of Outward Bound.

In a very important sense, competition has a vital part in Outward Bound processes. However, it is the internal competition of the individual with himself, trying to achieve greater personal goals, trying to come to an understanding of self, and trying to understand and relate to other people in more effective ways, which form the basis of a competition between where the individual's standards have been, and where he wants them to be. Inherent in this process are struggle and conflict.

A certain degree of struggle and conflict is necessary to the life of any person, otherwise stagnation will ensue. Indeed as long as the conflicts encountered and the struggles engaged in are of a constructive kind (as at Outward Bound), then they have many useful, if not vital, functions in the life of any person. For example, they stimulate curiosity and interest and problem solving and they are the basis of much personal, organisational and social change. They also form part of the process of testing and assessing oneself, and consequently may be enjoyable as the pleasure of the full and active use of one's resources is experienced.

These aspects of conflict are often readily recognised, however, they are all too often confused with competition. In the Outward Bound setting, these same values are achieved, not through competition but through co-operation, which diminishes none of the positive effects, but adds to the social educational contributions of conflict.

Research results [36]. affirm that if the context is predominantly co-operative, individuals will tend to recognise the legitimacy of each other's attitudes and interests and search for solutions that are responsive to their respective needs. They will usually attempt to influence each other through persuasion and will channel their energies towards enhancing mutual goal achievement. Hence co-operative relationships lead to a trusting, friendly attitude toward others and increases a person's willingness to respond helpfully to the other's needs and requests. It is for these general reasons that co-operative themes rather than competitive themes are seen as most relevant to Outward Bound.

The opportunities for such co-operative themes to be both practiced and analysed are provided throughout the course by programmed activities such as expeditions, group initiative tasks, organisational responsibilities, and group sessions and discussions. The lack of defined leaders and de-

velopment of co-operative interdependencies also contributes to both the achievement and satisfaction of the group and to the personal development and understanding of the individual members.

It is a not uncommon desire by students who come to Outward Bound, well socialised into interpreting in competitive ways, to try to introduce an element of competition into the programme. This is seen in activities such as the cross country runs and exercise programmes at the individual level, and group initiative tasks or final expedition at the group level. In order to break down such irrelevant impositions of the competitive ethos, the activities are carried out in such a way as to reduce competitive comparisons. For example, cross country "results" are not published, each person is simply given his time, for his own information, and at exercises, the instructor is careful to emphasise that each person is striving for his own limit and comparisons of the number of push-ups or squats or whatever, with another person, are irrelevant. Similarly, in the group initiative tasks, although times are taken for the group getting over the beam or the electric fence or the wall, these times are only used by the group to establish standards which they then set out to beat. In this way they co-operate with each other in pursuit of winning a competition with themselves.

It is this tone of non-exploiting, uncompetitive co-operation which pervades the social and organisational atmosphere on an Outward Bound course which assists in the achievement of so many of Outward Bound's social education aims.

Autonomy.

Amongst the older supporters (and even some of the not so old supporters) of Outward Bound, you will often hear suggestions that Outward Bound is effective because it "teaches discipline." These supporters are members of the "It's good for them" Brigade. There is no doubt that discipline plays an important part in Outward Bound, but it is a particular kind of discipline. It is a discipline based on the adoption of very real responsibility by each individual, for his own actions, his own successes and failures, for his own welfare and the welfare of others around him.

In order for this responsibility to be real, the students must not only feel, but in many cases, actually carry the authority for their own actions. It is in this sphere that the encounter of students at Outward Bound with the wilderness, with weather, fatigue, group conflict, organisational strains, navigation and decision making on expeditions (and particularly the long final expedition which is unaccompanied by staff), has so many advantages.

These situations are real, and although they are carried out under a general safety network umbrella, even most of these safety network features are not permitted to come into the conscious awareness of students. Hence there are no check points manned by instructors on final expedition, there are no radios or flares, instead the individual students and the group as a whole, are forced into their own resources, they are confronted by real responsibilities and real situations.

As early as 1958, Carpenter, a postgraduate research student at Oxford, carried out a questionnaire and interview study and concluded that one of the major advantages of attending an Outward Bound course was "an increase in the ability to face and overcome problems and difficult situations." 37. These findings, supported by others since, are indicative of what is at the core of Outward Bound discipline; taking true responsibility for self.

This is a phenomenon not readily available in the world outside Outward Bound. The formula is remarkably simple: Outward Bound carefully devises a programme which is challenging, demanding, stretching, but possible. It impels its students into these situations, having given them certain basic skills, and demands that they take responsibility and they make the decisions.

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motivation, for example, states that: "The more an individual can perceive and experience the newly conceptualized motive as an improvement in the self-image, the more the motive is likely to influence his future thoughts and actions." (18)

This would suggest that although a self-fulfilling prophecy is possible in which inadequate self-concept leads to behaviours which lead to feedback interpreted as supportive of inadequacy , hence strengthening that self-concept, there are nevertheless, ways of reversing the direction of this prophecy and developing it in a positive direction.

The emphasis at Outward Bound in providing increasingly demanding and challenging experiences which are success-oriented leads to new behaviours, new motives and new self-images which as McClelland suggests have influence on further thoughts and actions. This encouragement of a positive self-fulfilling prophecy stimulated by increasingly positive self-image has impact not only on standard Outward Bound Course students aged 17-25 but for adult courses (over 30) and even for Pack and Paddle courses (ages 12-16) and schools programmes. Considerable research in this area (19) supports the notion that carefully conceived and implemented programmes have considerable potential influence on an individual's self-image and that the total self-concept of a person has a pervading influence on all aspects of attitude, value, aspiration and behaviours. It also suggests that once this process has begun it tends to become a self-fulfilling prophecy which increases the prospects of the individual developing feelings of adequacy, satisfaction, achievement and self-fulfillment.

It is just such a carefully conceived and implemented programme that Outward Bound attempts to provide.The observations, subjective reports and research results seem to be increasingly suggestive of Outward Bound being effective in this area of self-concept development and personal growth.

Self Esteem and Self Confidence

Throughout this analysis of the impact of Outward Bound on the individual's concept of self, one of the most important influences is that of the effect of an Outward Bound programme on the individual's self esteem and the confidence to act which springs from this base.

Abraham Maslow's (20) hierarchy of needs lists the need for esteem as one of the six fundamental needs necessary for the proper functioning of the human being. Satisfaction of the esteem need is accompanied by feelings of confidence, worth and usefulness. The thwarting of these needs produces feelings of inferiority, weakness or helplessness.

If we see self esteem as the positive component of the total self concept the impact on the individual of not engaging successfully in esteem-accumulating experiences can be seen immediately.

Through participating in an Outward Bound programme each individual is faced with problems, difficulties and challenges that often appear impossible. However, all parts of the programme are attuned to the individual's real ability level and not beyond it, hence, every student has the opportunity to succeed despite the perceived difficulty.

In everyday life, the pursuit of ease, convenience and stability all too frequently robs the individual of possibilities for engaging in activities which bring feelings of achievement, of success and of self esteem. It is easy to buy pre-packed frozen fish, it is uncomfortable, maybe wet and cold, and maybe frustrating to go fishing oneself - but wherein lies the greatest satisfaction, the greatest

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feeling of worth and accomplishment. Also, oddly enough, which fish just happens to "taste" the better, the convenient store-purchased fish or the hand won fish out of the river?

It is fundamental grappling with real, difficult and demanding situations that brings so much satisfaction to students at Outward Bound. Subjective evaluations of the effectiveness of programmes such as Outward Bound are increasingly being supported by research findings.

For example in a research study evaluating the effects of Outward Bound at Colorado in 1975 by Smith (et al) the conclusion was reached that there was "evidence to support the conclusion that Outward Bound affects the participant's level of self-esteem".(21)

A semester long programme following Outward Bound principles at Lincoln Sudbury High School in Massachusetts was assessed by three programme staff members (22). Among their major findings is the statement

> "if there is one consistent theme that runs throughout the evaluations it is that the majority of these students acquired a more positive, self-confident image of themselves." (23)

A number of studies in the more specific area of raising esteem levels of low esteem students have produced similar results. For example, Thorstenson and Heap (24) evaluated an Outdoor Survival course at Brigham Young University for students including academic underachievers, drug users and delinquents. They found their results revealed a positive change in the overall level of self esteem at significantly high levels.

Stimpson and Pedersen (25) in a similar way, evaluated a three week survival training experience on high school students and also found that one of the most significant outcomes was a substantial increase in self esteem.

It would seem then that Outward Bound and adaptive programmes have considerable promise in a therapeutic sense in areas where secondary problems are the result of, or influenced by poor self esteem.

Donald Edgar discusses the importance of self esteem in the process of motivating"working-class children" in the following way:

> "What is important for the educator is to realise that the 'working-class child' is motivated in the same way as any other child, to explore his environment, gain control over it and develop a sense of mastery or competence over his world. If the school environment is appropriate (in terms of providing a graduated series of experiences which will supply the child with a measure of personal success on tasks for which he is ready) and accepting (in terms of approving what the child can do, rather than arousing anxieties over non-coping behaviour), then every child should be able to develop a sense of autonomy, self-esteem and competence, now so much the prerogative of the middle-class child." (26)

The Outward Bound approach to education in all forms, emphasises the role of the student as an explorer of his environment, and encourages self responsibility and control of behaviours by the student himself. It does not set absolute standards but encourages each student to do his best. The atmosphere is supportive and accepting. Consequently Outward Bound would seem to be fulfilling those conditions which Edgar described as being conducive to both working and middle class children developing "a sense of autonomy, self-esteem and competence."

The most pleasing aspect of this situation is that it emphasises the relevance of Outward Bound to everyone and not to an elitist group being

> We may define it as an episode, or a spurt in which the powers of the person come together in a particularly efficient and intensely enjoyable way, and in which he is more integrated and less split, more open to experience, more fully functioning, and more independent of his lower needs. He becomes in these episodes more truly himself, more perfectly actualizing his potentialities, closer to the core of his being, more fully human.
>
> What seems to distinguish 'self-actualizing people' is that in them, these episodes seem to come far more frequently, and intensely and perfectly than in average people.[41]

Throughout and particularly at the conclusion of Outward Bound courses students may be seen to be in what could be called "self-actualized states". This often leads to some unfortunate interpretations. Often students, who may find such a state difficult to duplicate in everyday life long to repeat it through Outward Bound as they haven't found another avenue. It also leads many students and people connected with them to believe that Outward Bound can perform miracles - which of course it can't - despite the fact that frequently, changes, new behaviours and attitudes and general outcomes are little short of miraculous. (Indeed it is the fascination of these results probably more than anything else that has led to the enormous expansion of Outward Bound throughout the world and in attempts to research, to analyse, and to understand the processes and the outcomes.)

Another unfortunate interpretation is that which imposes expectations on Outward Bound to effect positive, observable, life-long changes in its students. Often this does in fact happen - but it is not an automatic result (an analysis of the transfer effects of Outward Bound will be given in the next chapter). Maslow makes it clear that such an experience as Outward Bound provides can be important in stimulating and developing self-actualization, but that it is incorrect to think that the process of self-actualization is a permanent, on-going process. It is incorrect to think that Outward Bound can start a process that will run continuously like an electric motor once the on button is pressed and the current is allowed to flow. At best the process is like an internal combustion engine, it fires at intervals, needs fuel, and the quality and quantity of the fuel and the frequency and regularity of its firing determines how well the engine runs.

Outward Bound attempts to fill the gas tank and send the student from the course not only with that tank full but also with the first-hand experience of knowing that the greater the frequency and regularity of the firings the more efficient, powerful, achieving and satisfying is the engine. Such an engine is more free from the need for attention, repairs and constant tuning.

A human parallel to this mechanical metaphor is the concept of "adequate personality" described by Combs and Snygg. It is the maximising of the potential of such an "adequate personality" being developed by each individual that is the over-riding objective of Outward Bound.

> Adequate persons often seem characterized by a much higher degree of independence of the social and physical forces which bind many of the rest of us. This autonomy seems a direct outgrowth of the individual's openness to experience and trust in self.
>
> The adequate personality finds that his self is a highly trustworthy, effective instrument. He learns to appreciate himself as an ongoing, sensitive, trustworthy process. Instead of defending himself against his experience or dealing with life at arm's length, he finds he can immerse himself in events, confident of his ability to assimilate and grow with interaction. It is this greater openness of experience and trust in self which seems to provide

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> the adequate personality with a high degree of personal autonomy. He learns to use himself and his experience as his frame of reference for dealing with life and is freer from the pressures and demands of his environment. Flowing smoothly with life, he finds it less necessary to utilise his energies in purely 'coping' activities or in 'dealing with' life.[42]

Once such an adequate personality is developed the autonomy established allows the direction of the newly released energy for personal growth to be very independent and individual. This outcome is often seen as a result of Outward Bound participation, although it is usually more generally described as "more self-reliant", "more initiative", "greater independence", or occasionally "new leadership abilities".

Anthony Storr uses another term which may be useful when attempting to analyse the objectives of Outward Bound. He speaks of "self-realization" and explains that:

> Self-realization, so far as anyone ever achieves it, is manifested by the widest exercise of the individual's potentialities combined with the attainment of a mature relationship with others. Subjectively, it seems to be attended by a sense of being fully adapted to, rather than attempting entirely to direct, the course of one's own development.[43]

I have intentionally juxtaposed the Combs and Snygg concept of "adequate personality" and Storr's concept of "self-realization" as they have within them opposing emphases. Combs and Snygg centre on the potential of man for dynamic, independent action which will achieve fulfillment and is based on an autonomous, self-trusting framework. There is more of a sense of creating an environment, or at least influencing the immediate environment of the individual to ensure harmony. Storr's concept of "self-realization" is a more passive and more fully harmonious position with an emphasis on absorption and understanding of the environment leading to the integration of the person as an individual and his integration with society.

Both of these emphases are important in the understanding of Outward Bound objectives. They emphasise that no pre-determined philosophic approach or expectations are imposed on the individual but instead the broadest concept of each person fulfilling his potential is the immanent ethos of Outward Bound.

The Physical Self Concept

The most observable activities during an Outward Bound course are those which involve physical actions. Any visitor to an Outward Bound programme can see, a fitness training session each morning and afternoon on a standard course, people abseilling, rafting, or caving on an adult course, or boys and girls on Pack and Paddle camps rafting, or swimming or expeditioning. What they can't see is the real impact of Outward Bound which takes place in the hearts, the minds, the feelings, the understandings, of the participants.

This phenomenon is one that leads to the most regular misconception about Outward Bound, that is, that it is a place where you go to get fit, or do a "commando" course, or learn outdoor skills. If these purposes are the simple aims then Outward Bound would not have had the impact on people that it has had, nor would it have grown both in its influence throughout the world and its effect on education.

The obvious question that arises from these statements is: if this form of operation is open to misinterpretation why does Outward Bound persist with this general formula?

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A similar study of 1,925 girls aged 11 to 18 years asked "What would you like to change about yourself if you could - your looks, your personality, or your life." 59% of responses indicated some aspect of physical appearance, whereas only 4% mentioned a desire for greater ability.[48]

One of the most unfortunate features of this period is that while physical development is a primary concern of young people, the comfort, ease and convenience of 20th century living seduces young people away from physical activity. Connell (et al), for example, in their 1975 study of city youth found that in researching the interests of young people:

> several things stand out. First, the activities that most engage the contemporary teenager do not involve much physical effort... For the majority of teenagers most of the time, conversation, newspaper reading, T.V. watching and record playing are just as inconsequential and unergetic as that of most adults."[49]

The important difference between teenagers and adults and their unenergetic lives is that for the teenager energetic involvement in physical activity which leads to understandings of his physical self are more crucial to his developing overall concept of self. However this same process is often equally relevant for the over 30 year old person who begins to get feedback, or for many years has had feedback, on his physical ability that has led him to believe he must accept that he is in decline. In this area an adult often needs to re-assess his physical self-concept. It is partly the inspiration derived from recognition of this need that has produced the Outward Bound Adult Courses.

One of the earliest observable outcomes of Outward Bound was the effect it had not only on the physical abilities of its students but the good effects that flowed therefrom.

As Headmaster of Gordonstoun, Kurt Hahn had emphasised the role of physical activity. In an address entitled "Challenge to the West" Hahn used 1940's language to describe a 20th century situation.

> Against the decline of fitness we demand a morning break, interrupting the sedentary habits of the morning. This break should be used for training the young in jumping, running and throwing. 'Physical illiteracy' is widespread in the young generation but it is curable even in adolescence: you can bring every normal boy and girl to athletic achievements good enough to draw self-respect therefrom. It is as important to help a youngster to overcome his weakness as it is to develop his strength. Such all-round trainings is the basis of vital health, and we hope to see the day that the morning break is insisted upon by the Medical Profession."[50]

In 1937 Hahn "asked the President of the Board of Education in Britain 'What are you doing to molest the contentedly unfit?' His reply was: 'Nothing whatever'."[51]

Such words seem very out-of-date in these days of physical education teachers, school athletics, and sports programmes, but they reflect the beginnings of awareness of the secondary impact of physical activity that was to become so important to Outward Bound, i.e. the impact on the student's perception of self.

The earliest activities of Outward Bound courses covered much of what is now done in physical education programmes at schools. The emphasis has now moved on Outward Bound courses towards group exercises such as expeditions, group initiative tasks requiring teamwork and thought to overcome common problems, or individual activities such as ropes confidence courses requiring concentration, balance, co-ordination and perseverance, or orienteering courses requiring speed and accuracy of thought coupled to running and bushwalking. Hence the form of activity at Outward Bound has changed to a much more comprehensive and integrated process involving both body and mind.

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This may account for some of the increased effectiveness Outward Bound has in the education of the total person and even gives promise of increased educational achievement. Ismail & Gruber's 1967 [52] review of a large number of studies correlating various measures in the psychomotor and cognitive domains provide some interesting results. They found for example that height, weight, and similar physical measures, which require no learning, are uncorrelated with educational achievements and I.Q. However psychomotor abilities and particularly co-ordination, balance and rhythm, which require mental activity as well as practice of motor acts in order to be developed, correlate low but positively with educational achievements.

This may have significant effects on a person's self-concept if he feels that through mastering physical activities he also increases his ability to understand various things. This may be particularly relevant to schools courses where this integrated and comprehensive approach to learning academic subjects in an active adventure framework, is a major feature.

In many cases poor self-concepts of physical ability may develop simply as a result of inadequate opportunity for a person to put himself to the test. This phenomenon is particularly noticeable in Adult courses where participants have often come to the conclusion that they are too old or are incapable of doing things simply because they haven't done them for years, or even decades, and so have lost confidence in their abilities. In this case they have an unrealistic self-concept.

Our society and its emphasis in the media on ideal and exaggerated forms (for example on T.V. and films it is predominantly the heroic, the beautiful and the intelligent who dominate) often brings people to hold ideal self-concepts for themselves that they see as unattainable, or are in fact so. In some cases confusions between these media led ideal concepts, and reality, may also arise.

However in almost every area of need for clarifying self-concept the chance to be physically involved in well designed, demanding and challenging programmes is likely to be advantageous.

Self-Concept/Ideal Self Congruity

A person's self-concept consists of a complex set of elements which have a systematic relationship. That is, they have a propensity for unity and self-consistency. This quality of self-concept consistency was discussed more fully earlier, however it has much influence on the development of self-concept/ideal self congruity.

For the purposes of this discussion, I have reduced the elements of the total self-concept to three.

a) The real self: i.e., the true intellectual, physical and to some extent social abilities of the person. (It is recognised that it is difficult to extract such a model clearly, however the depth of exploration required to define this concept fully is beyond the scope of this discussion.)

b) The perceived self: i.e.the way in which the person sees himself, and the way he interprets feedback on his interactions and abilities.

c) The ideal self; i.e. that model, either confused or clear, stated or dreamed of, that the person holds in his mind as being what he would like to be.

In these terms the "perfect" state would be for the individual to have genuinely aligned his actual self with his ideal self, and then have a clear and accurate perception of this aligned state of self. Unfortunately

a genuine alignment of these three elements is difficult although the force for self-consistency demands that they be brought into line.

This obviously places a burden on the individual and forces him to find a solution. He can solve this dilemma by

a) increasing his real abilities

b) lowering or raising his ideal self-concept

c) adjusting his perceptions of self to accord with his real self and so bring those two together, or

d) adjusting (or distorting) his perceptions of self to align with his ideal self-concept.

Many people and especially young people find it difficult to settle on a solution that will consistently resolve their dilemma and so find themselves with three concepts of self with various fragments aligning differently. No wonder they find themselves asking questions such as who am I? where am I going? Other people resolve their dilemma, at least in part, by distorting some element in order to make an integrated self-concept. Unfortunately, just as any organisation is resistant to change so is a distorted organisation of the self-concept. It is not uncommon for humans to distort some part of their self-concept in order to make it fit the organisational whole - of course the more this happens the more the person moves into neurotic, or if further, psychotic states.

Abraham Maslow looks at this phenomenon from the point of protection not just of self consistency but from the view of protecting the perceived self and the ideal self when he suggests that:

> Freud's greatest discovery is that the great cause of much psychological illness is the fear of knowledge of oneself...
>
> In general this kind of fear is defensive, in the sense that it is a protection of our self-esteem, of our love and respect for ourselves. We protect ourselves and our ideal image of ourselves by repression and similar defenses, which are essentially techniques by which we avoid becoming conscious of unpleasant or dangerous truths."[53]

This idea seems so contradictory to the so often stated desire of individuals to "find themselves". Maslow seems also to cut across his own "force-for-growth" model of man when he further suggests that "there is another kind of truth we tend to evade. We tend to evade personal growth, because this, too, can bring another kind of fear, of awe, of feelings of weakness and inadequacy." [54]

Outward Bound attempts to bring just such processes as have been described here to the awareness of the students. However it does not attempt to do so through lessons in social psychology or more conspicuously personal insight centred programmes such as laboratory groups. Instead it attempts to create environments and impell individuals into experiences through which they get real feedback, in which they come to face themselves. Under these circumstances the opportunities are maximised for students coming to a genuine understanding of their own emotional, psychological, social and physical make-up. The programme is also designed to ensure as supportive a framework as possible so that defences that preclude this information being accepted are less likely to be constructed or used.

The major thrust of Outward Bound is in fact aimed at this area. That is creating opportunities for the individual to discover not just his real self, but also his perceived self. Ideal self, too, may well be influenced.

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There is a growing body of research both in Outward Bound and in allied fields which suggests that the possibilities of reducing elemental discrepancies within the self-concept are very good. For example, Koocher designed a study to show that increasing competence in one's environment leads to enhancement of self-esteem. He used pre-test and post-test measures of the discrepancy between the ideal self and self-concept of 65 boys engaged in a swimming programme at a YMCA summer camp. He found that "those who learned to swim in the program did experience a decrease in self - ideal/self-concept discrepancy of significant proportions as a result of increases in self-concept." [55]

This study[56] comes to the same conclusion as so many research studies in this field, that is, that increases in congruence is usually a function of increase in positive view of the self rather than of a change in view of the ideal self. Therefore it can be generally said that change in degree of congruence can generally be interpreted as a change in self-esteem. Hence the discussion earlier on the prospects of Outward Bound experience leading to enhanced self-esteem can be generally taken as supporting the prospect of Outward Bound enhancing self-ideal/self-concept congruity.

Clifford and Clifford's look at self concept changes during courses at the Colorado Outward Bound School produced results which found that

> the ideal-self measure showed no change. The change that obviously took place was that the discrepancy between self-concepts and ideal-self concepts became smaller. Changes in the self-concept brought the subjects into closer proximity to their ideal selves.
>
> Dramatic and significant changes have taken place in the self-concept itself. Overall, the self is viewed more positively. [57]

Similar results were found in 1973 by Koepke [58], who studied participants at the Colorado Outward Bound School. Using the Gough Adjective Check List, all changes from pre-test to post-test indicated smaller real-ideal discrepancies following completion of the course by the 33 male and 11 female students under study. In general the conclusions found, once again supported the idea that real-ideal discrepancies were reduced by positive increases in self-perception which moved the real self closer to the ideal self concept.

Many adaptive programmes related to, or inspired by, Outward Bound concepts have also been evaluated and found similar results. A year long programme for example, operated in Hamilton - Wenham Regional High School, Massachusetts, called "Project Adventure", was evaluated by Fersch and Smith in 1972. [59] They used the Tennessee Self Concept scale and concluded on post-tests that there was a significant decrease in total conflict of self-perception and lessening in confusion and contradiction in self-concept. As the results also found improved, positive changes in self-concept it may be reasonably concluded that the decrease in conflict of self-perceptions was in some part due to greater real-ideal self congruity.

It would seem that Outward Bound programmes have much to offer in this area and can be a significant adjunct to the development of a sound, stable and satisfying concept of self appropriate to each individual. Such a process is the basis of each individual's sense of identity.

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In this way the Outward Bound experience can be seen as appropriate to all members of the community. Sometimes misconceptions arise that Outward Bound is only for potential leaders, and is seen as some kind of finishing school for young people of "promise"; it is also seen sometimes as a guidance programme for the "maladjusted". The fact that both views of Outward Bound can be held concurrently is not only an indication of the comprehensiveness and total appropriateness to, and acceptance of, all people, but more particularly is a reflection of the universality of the human need for adjustment, and Outward Bound's recognised contribution to this process.

To use one limited area of human experience as an example: certain research indicates that poor personality adjustment is associated with inferior academic achievement [64]; however there is also good evidence to suggest that "adjusted" or "non-adjusted" students do not differ from each other in either general intellectual ability or in scholastic achievement.[65]

This highlights the centrality of the concept of adjustment to the behaviours and achievements of all people and gives some indications of the reasons why academic/experiential programmes for school students, Pack & Paddle camps for 12-16 year girls and boys, standard courses for 17-25 year olds and even adult courses for people over 30 years have all been seen to have considerable effectiveness and impact on their participants. All are in a life long process of adjustment - the forty year old mother and fifty year old businessman no less so than the 15 year old student or the 22 year old new graduate. Hence programmes such as those conducted by Outward Bound, if appropriately designed and implemented, have relevance to all people, as they are all developing and all encountering new life demands.

Throughout Outward Bound programmes contact with other people and the need to co-operate and co-ordinate with them is more apparent than in everyday life. This situation in particular provides opportunities for social interaction and feedback that maximises the prospect of social adjustment. The wide diversity of social, educational, cultural, and economic backgrounds and ages of students (particularly on standard courses) increases the range of experimental and learning apparatus in this social learning laboratory.

This laboratory exists within a context of new and adventurous experiences, perceived risk situations, stress and other heightened and extra-ordinary encounters with life. Consequently the total demands for adjustment on the individual are considerably increased as are the needs to develop adjustive techniques. Such techniques include compromise, re-evaluation of group and personal goals and motivations, withdrawal, problem-solving, productive action, and discussion. Students encounter situations in which they forgo immediate rewards and comforts in order to attain larger rewards later.

In all of these processes each student is forced to experiment with his total environment because the answers to his problems and interpretations of appropriate responses are neither readily available or easily defined in the total impact environment of Outward Bound.

Although the major strength in the Outward Bound learning experience comes from the creation of an environment which both stimulates a need for learning and provides maximised opportunities for significant experiential based learning to take place, there is nevertheless a particular teaching style adopted throughout Outward Bound which also contributes to this process.

The teaching style followed by Outward Bound instructors (and defined in more detail earlier) closely aligns with that described by J.W. Stains as being significantly conducive of good adjustment in students.

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From his own research, Staines suggests that teachers using non-restrictive methods, who stress understanding of self, "are able to make students more sure of what they are like, more accepting of what they are, more able to differentiate themselves, see themselves with moderation and certainty, and more certain of what they want to be like and more aware of what judgements they think others make of them" [66]

In essence they are likely to become better adjusted to themselves and to the world in which they live. Hence the emphasis on understanding and growth of self that has been the central issue of this chapter can be seen to underlie any effective process of change or adjustment or renewal by the dynamic creature that is man.

The totality of impact of Outward Bound on people seems to provide good prospects of them not simply gaining greater meaningful insights into the substance, quality and direction of their own being but also hslping them to find new and relevant directions in the future in an ever-changing life and an ever-changing world.

CHAPTER 5

An Evaluation of the Impact and Potential of Outward Bound.

Dr. Kurt Hahn, in attempting to clarify the principles, philosophies and successes of Outward Bound once wrote:

> do not think that Gordonstoun or I are responsible for the discovery. Perhaps I can illustrate what I mean by telling you of an incident which took place at Salem not long before the founder, Prince Max of Baden died. (From Chapter 1 of this paper the reader will recognise Salem as the school Hahn and Prince Max co-founded and which was the forerunner and inspiration for Gordonstoun and Outward Bound). He was visited by an American, somewhat over - enthusiastic,who asked Prince Max: 'What are you proudest of in your beautiful schools?' Prince Max answered 'I'm proudest of the fact that if you go to the length and breadth of these schools, you will find nothing original in them. It is stolen from everywhere, from Plato, from Goethe, from the British Public Schools, from the Boy Scouts.' The American looked up and said 'Oughtn't you to aim at being original?' 'No', said Prince Max, in education, as in medicine, you must harvest the wisdom of a thousand years. If ever you see a surgeon who wants to take out your appendix in the most original way possible, I would strongly advise you to go to another surgeon'. [1]

As outlined in Chapter 1, Outward Bound had its philosophic beginnings in a curious array of influences both modern and from antiquity; it had its practical beginnings in the tragic circumstances of a world at war and the search for an effective way of decreasing the loss in lives of young men shipwrecked at sea.

From those beginnings Outward Bound has grown to a world wide organisation of over 30 essentially autonomous schools working in a wide variety of terrains and incorporating programmes for almost all ages, as well as for specific needs such as handicapped or underprivileged people. This makes the task of evaluating the impact and potential of Outward Bound a daunting one. Such an evaluation as presented here must of necessity be limited in many ways.

The most fundamental problem underlying evaluation of Outward Bound world wide is that Outward Bound is for and of, people. Consequently it must be interpreted against a diverse range of social, cultural, historical and in some cases, political backgrounds. Each school must, and is, developing programmes most appropriate to the milieu in which it operates. (Notwithstanding this however , in many areas, the intercultural and international nature of attendance at many Outward Bound Schools has made a small but notable and worthwhile contribution to international understanding).

As this paper is written in English and refers mainly to the Australian Outward Bound School the research and theory and practise of Outward Bound drawn upon in this paper has necessarily centred on Outward Bound in English speaking cultures. This theme is further emphasised by the relative availability of research and evaluative material from North America, the lesser availability from Britain, the far lesser availability from Australia and the almost complete absence of material that has been able to be collected from other places, either because it doesn't exist or it hasn't found its way into circulation.

In 1941 Outward Bound was established to allow young seamen to tackle a challenging programme through which they would come better to see their strengths and overcome their weaknesses before tackling the life and death struggles of the war at sea. The programme was, as Prince Max points out, a collection and re-formation of various educational principles and philosophies. It worked; the programme was acknowledged as successful.

Outward Bound in the late 1970's is also acknowledged as successful. However, today it is open to close scrutiny and is required to support and clarify its claims to success in a far more rigorous way than in 1941. Times have changed and so has Outward Bound.

While during the war the impetus for Outward Bound may have been that of the need for survival, after the war the desperate survival need was gone. Instead man was faced with a new type of survival, he was also faced with a new world. A world of rapid sociological and technical change and one which threw greater responsibilities and greater decision making requirements onto people at a younger and younger age. Post war society provided people and especially young people, with rapidly increasing autonomy of action and self-determination, but it also demanded that they accept greater responsibility for their actions and demanded that if they were to do this effectively they needed better preparation for life. This prompted great advances in education. Simultaneously it was observed that in terms of personal preparation for life Outward Bound had much more to offer than simply helping people to survive at sea.

It was under this new pressure and from this new perspective that Outward Bound began to expand both geographically and in its programmes.

Throughout its nearly 4 decades of life and growth, Outward Bound has changed much of its external form. While it took until 1950 for the second Outward Bound School to be established (at Eskdale, U.K.) the next decade saw an expansive growth with two more schools in Britain (Moray; Scotland, and Ullswater), 2 schools in Germany, and schools in Kenya, Malaya and Australia.

However, movements occured in the 1960's which ultimately laid the basis for the most rapid and significant changes in Outward Bound. In the early 1960's , Outward Bound schools were established in the Netherlands New Zealand, Rhodesia and Zambia and a girls school in Britain. However, more significantly, in this period 4 schools were established in the United States (in Colorado, Minnesota, Hurricane Island and Oregon). These schools have had significant impact on the development and diversification of Outward Bound, particularly into the more public areas of education.

The fact that in 1974 a paper was produced by Outward Bound in the U.S.A. entitled Outward Bound Adaptive Programs in Private Schools, listing over 80 schools in the U.S.A. alone, and that this is only one of a number of such compendiums of Outward Bound programmes available, gives some indication of the increased scope and application of Outward Bound in the U.S.A. just in the last 15 years. It also indicates the promise which Outward Bound holds in other countries, if implimented professionally and enthusiastically.

One of the keys to this particulargrowth has been the movement in staffing in Outward Bound over the decades. In the early days men of skill and adventure, sea captains or explorers were considered the appropriate models and counsellors for young people. This position has slowly moved in most Outward Bound Schools throughout the world to one in which most Outward Bound instructors (especially in the U.S.A. and Australia) are well qualified educators with university qualifications and a primary interest in the educational and personal development of their students rather than the teaching of adventure skills.

The American development of Outward Bound has also had the greatest impact on research and evaluation of Outward Bound programmes. While much of the American research literature relies on sujective evaluations, case study reports, student questionnaires, and other "soft" data there is a rapidly growing body of controlled research into specific aspects of Outward Bound which is producing qualitative and quantitative data of value. An indication of the growth of data on Outward Bound is the production within a short span of only 5 years in the mid 1970's of several reviews of research and evaluative bibliographies such as A Review of Research and Evaluation Literature on Outward Bound and Related Educational Programs (1974) and R.T. Pollocks An Annotated Bibliography of the Literature and Research on Outward Bound and Related Programs (1976), which are two of the number of such surveys referred to throughout this paper.

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> A second criticism is that school programmes are excessively cognitive in form. Heavy emphasis is placed on use of the printed word and on lecturing. There is little experiential or activity learning. Contemporary research in educational and cognitive development points to the necessity for more concrete and life related materials and for more activity - based learning.
>
> Young people need to spend more time in 'maturing' environments where they have an opportunity to engage in co-operative tasks with a meaningful chance of success or failure, to produce work useful to others and to gain and use knowledge through action.
>
> The third criticism is that present educational programs misplace the learning emphasis. Most students' time is focused on learning relatively specific and unnecessary information. Instead, their energies should be focussed on developing basic approaches to learning how to learn, critical thinking, developing generalised principles, methods of analysis and synthesis, and application of knowledge. 13

It is just such criticisms which Outward Bound is more readily able to respond to. As it is a complementary force in education it has potential for helping overcome these criticisms and problem areas in a wide range of schools and programmes throughout Australia. Its operation throughout states and systems also helps to ensure that it is a good cross - fertilizer of educational solutions and ideas. These features are in addition to the fact that as can be seen from studying the methods and educational philosophies and techniques outlined in chapters 1 to 4, the basic operational style of Outward Bound is inherently the antithesis of the criticisms of current education practices quoted above.

Throughout all of these considerations of course is the outdoor environment and adventure based activities that are two of the most observable hallmarks of Outward Bound. These features necessitate the learning of certain skills such as canoeing, rock climbing techniques, navigation, bushcraft, cooking. However just as in normal schools the topics (i.e. the academic content) can too readily dominate, so outdoor skills have the same danger in outdoor education. The outdoors and adventure based programmes can, as we have seen throughout this paper, provide an excellent medium for a most complete form of education, however only if properly conceived and professionally implemented.

Of all the weaknesses possible in this form of education, Nettleton in a recent paper Some Perspectives on Outdoor Activities comments on one of them when he points out that:

> Skills learning is of great importance, but once again the pursuit of skills often becomes, in practice, the apparent central objective of outdoor pursuits. When this happens educational development within the activity may be stultified. 14

The theme which becomes apparent is that no Outward Bound programme, and particularly a schools programme, is automatically successful or fulfills its objectives just because it is based on adventure activities or just because it carries the name of Outward Bound.

In chapter 1 the general principles of staffing Outward Bound were discussed but it is worth reiterating the importance of the approaches, techniques and attitudes of staff in successfully implementing Outward Bound schools programmes.

In such an educative climate both the Outward Bound Instructor and school teacher must learn to reduce their omnipotent roles as teachers and become educational consultants, whose major energies are used in constructing free flowing and natural experiences and environments which themselves become the main educative forces.

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They then, have the role of guides on the tour of discovery undertaken by the students. They must be ever alert for the "teachable" moment, imaginative and genuine in their approach and dealings with students and confident and stable in their own professional ability so that they can afford to allow themselves and their students to engage in joint ventures of learning.

Needless to say, to carry out these roles successfully, and so contribute to the effective implimentation of such programmes requires other than ordinary personal and professional qualities and competence. This may be one factor which may be a natural limit to the widest possible adoption of such programmes throughout the Australian education system.

Some Impacts of Outward Bound Schools' Programmes

The most obvious impact that is had through Outward Bound programmes is that which is experienced by the students themselves. Although the whole of this paper is essentially an analysis and comment on the impact of Outward Bound on those participating in its programmes it is worth making some more specific comments here.

In his comprehensive paper An Analysis of the Impact of Outward Bound on Twelve High Schools, Dr. Joseph Schulze writes;

> The impact which Outward Bound related activities has had on students has been impressive. The areas of personal values, individual initiative and maturity are difficult to measure, yet evidence from personal journals, comments from teachers and parents indicates that Outward Bound has been a valuable influence on students. Many students have attained an increased sense of potential and accomplishments from the successes which they have gained in Outward Bound. This sense of self-worth and accomplishment is frequently carried over into the academic and extra - curricular activities in the school. Many students have found that the Outward Bound activities have made the academic aspects of school more relevant. [15]

There are too many reports of individual programmes which support these general conclusions to quote here. However, one report worth quoting at length is that which comes from an exhaustive evaluation of the East High School Senior Seminar in Denver, Colorado.

The statement of objectives for this programme included descriptions such as

> Senior Seminar is an attempt to provide learning experiences and personal growth and development in areas not dealt with effectively by traditional methods. It is not intended as an alternative form of education although to some students, it is just that [16]

and ,

> Senior Seminar grew out of the combined philosophies of Outward Bound and traditional public school objectives. The programme sections vary from Outward Bound type of wilderness experiences, to the quest for academic knowledge through experience and traditional book study.
> ..... The technique provided a real situation of understandable stress contiguous with highly - structured activities demanding co-operation from all members of a group in order to achieve a goal. [17]

As can be seen by this abbreviated outline of goals and techniques the programme was designed and implimented along parallel lines to those programmes described earlier as being the main area of interest of the Australian Outward Bound School. In the absence of any comparable, extensive evaluations of Outward Bound School's programmes in Australia, the follcwing results are reported rather fully. (Nearly 300 participants are surveyed in this evaluation)

> It is clear that the evaluative data reveal wide support for the Senior Seminar. 88% of parents believed the programme either should be continued or expanded. None suggested it should be dropped. The students, from their direct experience as participants, supported it at a 95% rate. A survey of graduates, who had previously participated and who now had the opportunity to reflect on this part of their education, indicates that 20% believe it should be continued as it is and 79% felt it ought to be expanded. Only 26% of staff, most of them not associated with the program, felt it should be discontinued. More than 70% believed it should be continued as it is, expanded, or changed in some way.
>
> 96% of student respondents felt their understanding of different cultures was broadened (cultural population of school was 75% Anglo, 15% black, 6% Hispano, 1% oriental, 3% not specified) 93% felt they understood themselves better, 94% increased their number of friends among different racial groups.
>
> Among seminar alumni 96% looked back on Senior Seminar as having helped them better understand themselves, 93% felt it helped them make friends, 92% said it assisted them to better understand society and 92% believed it helped them value the worth of education. The East High School staff listed self-learning, improved self-image, better self-goals and relevant meaningful education among the strengths of the programme. 18

It is notable that alumni who had time to reflect on the experience and time for some period to pass before evaluating the programme's impact on them, reported a success rate for the seminar that did not reduce but indeed improved in some areas. This would seem to reflect well on the meaningfulness of the experience for them in a far from transitory form. It contrasts rather clearly with the normal retention rate of school - subject matter referred to earlier in this chapter. (There is an accumulating series of interesting studies which show that "material learned under a condition of heightened arousal may not be recalled well immediately, but the learner may reminisce about the material and can recall it better at some later time " 19)

It is not unreasonable to expect that such impacts on students are likely to prompt changes in attitudes of teachers. There is a growing awareness that the operation of such programmes has a very great impact on teachers as well as on students.

Schulze points out that

> One effect of Outward Bound related programmes in schools is to bring the faculty and students together in a different context than the traditional classroom. Stereotypes are broken down, and students and teachers begin to relate to each other in more under standing and tolerant ways. As the relationships between students and teachers become more personal, the learning process is enhanced. Many teachers feel they can relate more closely with students and many students feel that their teachers are now human, with feelings, concerns, and sensitivities not unlike their own. 20

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Many studies report similar findings on the effects on staff / student relationships arising out of joint participation on Outward Bound and related programmes. This is one of the reasons why the Australian Outward Bound School develops and staffs its schools' programmes, jointly with the school involved and does not simply staff a programme entirely from Outward Bound staff.

The general impact of such programmes can be considerable and can move out beyond staff and administrators in one school, to effect school systems.

For example, Godfrey [21] looked at Outward Bound as a strategy for organisational change in a large public school district and found that the project led not simply to significant personal growth and improved inter-personal relationships, but also influenced teachers in their work with both colleagues and their pupils. More significantly still, he found that the initial positive response of participants exhibited an enduring quality and that the Outward Bound project stimulated organisational change throughout the school district by involving a wide range of senior administrative personnel in addition to teachers and pupils.

Schulze summarised his own analysis of the impact of Outward Bound in twelve high schools in concluding:

> Once Outward Bound programs have been introduced and implemented within a school, they seem to serve in the role of catalyst. The Outward Bound process does serve to raise questions about the standard educational programs present in many schools. Frequently schools change as they revise procedures and implement new programs in the light of this questioning. Once the process of self-examination is begun it can lead to study and revision of school policies. Because the quality of the relationship between students and teachers is improved the atmosphere or climate in the classroom is altered and different types of activities or topics can be pursued or different techniques can be used. [22]

The impact of Outward Bound programmes can also be seen in more specific areas of school operations. In the school counselling and guidance area for example, R.A. Lovett in his paper Outward Bound: A Means of Implementing Guidance Objectives makes the statement that

> Although not claimed to be a panacea, I feel that Outward Bound has within it the basic structure and opportunities which would allow a school guidance counsellor to develop effective counselling relationships with his clients. In fact, many Outward Bound objectives are similar to established counselling objectives, and although not designed specifically as a counselling situation, participants achieve many of the same insights and attitudes from Outward Bound as they do from counsellor developed situations. [23]

Although this potential has not been exploited, (and indeed in Australia, this area remains untouched to date), it would seem that the educational counsellor could gain much by looking at Outward Bound or related activities in some form as a way of achieving greater success in counselling. Lovett's own study and his conclusions give some idea of the potential of adopting this strategy. He concludes that

> a) Counsellors have a great deal of difficulty in fulfilling their role objectives in the school setting.
> b) The Outward Bound program is structured in such a way that it fosters the fulfillment of counselling objectives.

c) students who have participated in Outward Bound seem to be more positively aware of self, more confident in decision making and more confident in interactions with others than those who have not participated in Outward Bound.

d) Guidance counsellors working in a programme that promotes the concepts of Outward Bound are more likely to fulfill their true counselling roles and are more likely to foster within students the concepts which guidance counsellors desire to promote than they would working in the traditional school setting. [24]

Although some of the more clearly theraputic aspects of Outward Bound will be discussed more fully a little later in this chapter, it is worth noting that within the area of Outward Bound School's programmes is a great deal of scope for providing significant assistance to special areas of education and underprivileged students.

Connell (et al) in their recent study of city youth point out that

The finding that sizeable numbers of teenagers report feelings of inadequacy, and disappointment with themselves, and are open to a range of moderate to chronic psychological reactions cannot be minimised, even against the general confidence and steadiness of the majority of Sydney teenagers. [25]

From the findings and research presented throughout this paper it would seem that Outward Bound is better equipped to overcome or at least ameliorate this condition in young people than are traditional schools. Outward Bound is not however, established for the full time continuous academic education of the person. Once again however the theme of this chapter is reinforced; that is that as a complementary force in the total education of the individual, Outward Bound has a powerful potential.

Numerous projects and studies ranging from work with students with specific handicaps, special learning difficulties (including dyslexia), disadvantaged backgrounds and adjustment problems all testify to this potential. Favourable results have also been found from Outward Bound and related programmes concerned with such specific problems as over anxious students [26], and potential high school drop outs. [27]

Tertiary and Teacher Education Programmes

Throughout the world a large proportion of students who attend Outward Bound courses are engaged in tertiary education of some kind. In Australia, they may come to Outward Bound through the sponsorship of their employers, or through service organisations such as Rotary, Apex, Legacy or Lions. They also come through their own desire, during university vacations, or through sponsorship by parents, friends or ex-students associations.

Under such circumstances of attendance these tertiary students are simply students attending Outward Bound who happen to be engaged in tertiary education in their everyday lives and as such have no more or less significance on a course than those who are unemployed, apprentices, tainees, senior school students or in any other full time occupation.

In the last ten years however, Outward Bound has moved significantly in areas of tertiary education just as it has in the field of schools programmes. Once again it is the American Outward Bound schools which have led in this development. It has not only developed programmes of its own with tertiary institutions and specifically for tertiary students but has also been a significant stimulus to the great surge in Outdoor adventure activities and experiential education that has had considerable impact in North America, particularly in the last decade.

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An indication of this growth and impact is given in the 1975 Directory of Programs in Outdoor Adventure Activities edited by Alan Hale [28]. In its comprehensive survey it lists 49 elementary and secondary public and private schools and school groups which grant academic credit for outdoor education programmes. It also lists 20 universities and 27 colleges which grant academic credit for various outdoor experiential programmes.

At the time of writing, no university or college in Australia had taken up any similar accreditation scheme. This has probably largely been a result of both Outward Bound and related experiential programmes still being too well unknown in the broader education sphere, and the traditional course structure and inflexibility that has been the hallmark of long established, British influenced university and higher education until recent times. However with the growth of credit point plans operating in the newer universities such as Macquarie and Griffith, and the expansion of autonomous Colleges of Advanced Education, the prospect of such directions being adopted in Australia are considerably enhanced.

In his booklet Outward Bound and Higher Education: A Rationale and Outline for College Development F. W. Madrick points out that in Northern America Outward Bound has made

> efforts to extend and modify the initial approach and process into forms applicable to a broader range of learning environments and educational situations. This involvement has led Outward Bound into co-operative and supportive relationships with ... colleges and universities. The aim throughout, has been to work with these organisations in defining their needs and objectives and to respond with programs and services that reinforce existing commitments or identify new directions for innovation and development. [29]

As was discussed earlier in the context of schools' programmes, the success and impact of Outward Bound operating programmes with another institution comes from the process of "defining their needs and objectives and responding with programs and services".

Such a method of operation also leads to a diversity of educational approaches and a rigorous and dynamic growth in Outward Bound and related forms of experiential education in the tertiary area. This growth has led to a broad spectrum of programmes ranging from the Master of Education degree course conducted jointly by the University of Colarado and Colarado Outward Bound School, and the Master of Science degree in Experiential Education from Mankato State College, Minnesotta, to a large number of other tertiary institutions which give accreditation for attendance at a standard Outward Bound course or Outward Bound Teachers Course or other acknowledged experiential and outdoor education programmes.

The range of programmes also includes two particular areas of unique incorporation of such learning experiences. One is the Dartsmouth Outward Bound Centre, which operates in very many respects as a normal Outward Bound School but is a part of Dartmouth College, an ivy league College in Hanover, New Hampshire. It provides a wide range of experiential programmes, seminar courses in leadership and outdoor education as well as term long live-in programmes for Dartmouth students and standard, educational administrators' and special needs' courses for the public. This particular relationship between Outward Bound and a university of which it is a part, is unique in Outward Bound operations throughout the world.

The second concept which has fulfilled a unique role in tertiary education is that of using Outward Bound or a similar programme as an orientation to new life styles, responsibilities or identifications. The essence of such programmes is for students in their first year of university or college to engage in an Outward Bound or similar programme which brings the individual into social relationships and understandings unavailable normally.

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Through such a process and the effects on individuals that come from such programmes, an identification with, and preparation for involvement in, the institution and its community is fostered. Hale [30] lists 14 colleges and universities including such institutions as Cornel University and the University of Oregon, which conduct such programmes. There are however, many more, such as Princeton University [31] which Hale does not list.

The general impact and application of Outward Bound principles both in general tertiary education and in teacher training would appear to be considerable if the growth of such programmes is a reasonable success indicator.

More and more programmes are also being evaluated and so the body of research data available in this area is also expanding.

Some programmes have more specific objectives than others. The "winterim" programme at the Southern Illinois University Outdoor Laboratory, for example, was designed to provide not just a meaningful experience, but enhance man-nature relationships and understanding, through physically and mentally challenging activities. In an evaluation of this programme in 1973 by Harting [32] using two instruments (the Environmental Preference Survey and the Test of Environmental Comprehension) to measure change in environmental awareness, an analysis of the data showed significant change on both tests. These results supported the idea that this adventure oriented programme was effective in achieving its environmental education objectives.

It is not to be unexpected, as the raw material with which teachers work after graduation are people, and the understanding of self and other people is the central aim of Outward Bound; that Outward Bound has been found to be particularly relevant to the original training of teachers, and to educational administrators.

In Australia this is an area that has seen considerable growth in recent years and Australian Outward Bound programmes have ranged from three week long outdoor experiential education programmes for teachers to shorter action/ discussion based seminars for educational administrators. This is an area in which rapid expansion may be expected in the near future.

Once again the American evidence gives indications of the versatility and relevance of programmes which have been implemented in recent years. Many universities and colleges in Northern America give academic credit under their teacher education programmes for completion of Outward Bound programmes while others design specific programmes with Outward Bound for their institution. One such institution is the State University of New York which designed a programme with the Dartmouth Outward Bound Centre as an adjunct to an inner - city teacher programme. An evaluation of the programme by Foster (et al) [33] in 1971, found positive results overall and particularly that personality traits of men became more stable and women became more stable as well as more vigorous. This type of programme is of the joint venture type between Outward Bound and a teacher training institution, however Outward Bound has also been expanding its public Teacher programmes.

These Teacher Practica are programmes that attempt to achieve the same type of impact as a standard course, but also cater specifically to the needs, styles and aspirations of teachers as an identifiable group.

In the conclusion to their Evaluation of Outward Bound Teacher's Practica in 1969, Hawkes (et al) suggest

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> The Outward Bound Teachers Practica are available and innovative strategy for teacher education. The Outward Bound experience means a number of things - it is individual and collective, thrilling yet reflective, personal and professional, fearful yet inspiring confidence. It is an experience which influenced or changed many teachers' self images and views of their profession.
>
> The teacher who experiences Outward Bound has a good chance to establish meaningful and sensitive relationships with his students. Thus, Outward Bound is a most important vehicle for training the new breed of teachers so urgently needed in today's education. [34]

These Teacher's Practica have become so well accepted and fulfill such a fundamental need that they are now classed among the standard courses of American Outward Bound. The potential of this form of education to teacher training and in-service development would seem to be considerable. In the light of post 1969 progress and expansion in this field, the comments by Hawkes (et al) can be seen to be not overexuberant when they claim that

> Based on the evidence we have gathered for this evaluation (1969), our team is extremely enthusiastic about the use of special Outward Bound courses as a means of training relevant, capable teachers. [35]

The specially designed seminar or full programme for teachers is not the only way in which effective education of the teacher can take place through Outward Bound. As has already been mentioned in the section on schools programmes, there is very often considerable learning for the teachers involved in Outward Bound Schools' Courses.

Schulze, for example, points out that

> The impact which Outward Bound related programs have had on individual teachers has been immense. The programs affected participating teachers both personally and professionally. Teachers have found that they are more sensitive and aware of the concerns and feelings of students once they have taken part in some Outward Bound related activity. Frequently the Outward Bound activity is a new experience for the teacher. He is thrust into the role of a learner or student, a role which many teachers have forgotten. Often the teachers gain a new dimension of understanding with their students as a result of participating in an Outward Bound activity. When students and teachers participate together, the closeness and trust which is developed living in the wilderness or in the stress activity frequently lead to closer, more trusting relationships back in the classroom. These relationships, in turn, affect the tone and atmosphere of a school and also have an affect on the amount of learning skill taking place. [36]

Although it has not been exploited, this outcome would seem to be a particularly desirable one, not only for practicing teachers but as a meaningful avenue of practice teaching for teacher trainees. Some evidence to further support such a suggestion may be found in an evaluation of a programme which involved both Dartmouth College students and New Hampshire secondary school students in an Outward Bound programme.

> In addition to their role as participants in the course for college students, the Dartmouth students serve as the instructors and assistant instructors for high school courses. This proved to be an extremely valuable part of the Outward Bound program for college students. The college students felt a large sense of responsibility because of the stress situation in which the high school students were placed. For many, the role of leader and the feelings of concern and responsibility which they felt were the high points of their college career. [37]

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Such encounters with students (and themselves) could well prove invaluable to the trainee teacher, and of more worth than the equivalent time spent in learning theory.

In an evaluation of a special Outward Bound course called "Churchill Challenge" conducted by Northwest Outward Bound School for Churchill High School, Eugene, Oregon, the Churchill High teachers involved in the programme were interviewed. The response of one of the teachers gives a typical and interesting insight into the processes and outcomes of such experiences for teachers. He reported

> I really did learn. I had too many stereotypes about students. There was one kid that I had thought was sort of nothing. Here he was always first. He volunteered for everything. I saw a whole person for the first time. Society reinforces inhibitions. Here on the challenge, the inhibitions broke down. You can hardly cover up tiredness or blisters. I was able to throw off my protective coat and I think the kids liked me. I'm a better teacher. Its a different relationship. I found out that John Clyde, the vice-principal was a different person than I thought. [38]

This final comment brings attention to a particular person in the educational administration. In this interview quotation there is suggestion that the same barriers and misunderstandings which develop between teachers and students also exist between teachers and administrators.

It is interesting to see that in his interview, the vice principal referred to made comments such as:

> I learned a lot about kids.
> ...Teachers should be aware that their role is going to change, that they're going to be one of the crowd and not the authority figure they have been.
>
> Educators need to listen to young people, to share their thoughts, their ambitions. Outward Bound is a chance for all this. The barriers get broken down. 39

The recognition that encountering the Outward Bound process, has great value forthe leading educator and educational administrator led to the introduction some years ago, of special Outward Bound courses for educational administrators.

There would seem to be two major areas in which educational administrators gain value out of the Outward Bound experience. First is that, as individual people they are positively effected by the experience and secondly that within the particular programme they gain fresh professional insights.

It has been pointed out that an Outward Bound experience in many ways parallels T-Group effects. In this regard research into the effects of T-group training on school administrators has shown [40] "positive changes in long range planning skills, skills in seeking and obtaining help, and ability in group work", further research on elementary school principals "[41] showed observed changes in interdependent behaviour communication and leadership skills, and group problem solving skills." While extrapolations from one area of study to another must always be treated with caution, there is little doubt that Outward Bound has very strong effects on people in directions similar to those of T-Group. In this and many other ways discussed in chapters 2-4 of this paper the participants in an Outward Bound programme (and it is reasonable to assume: no less so the educational administrator) comes to higher levels of understanding self and others. In the case of administrators, who are largely in the people business, this may be expected to lead to greater effectiveness as educators and educational administrators.

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It also may help them to see the processes within their own organisations, more clearly and provide some guidance in improving them. Schulze writes about an example of this and suggests:

> The superintendent of schools in Toledo, Ohio, is an ardent advocate of the Outward Bound process. He participated in a 5 day Outward Bound action seminar in Colorado and has been encouraging his faculty to go on the Outward Bound Teachers Practica. He claims that the Outward Bound experience is more important for teachers than for students. He said, 'Outward Bound has put some spark in the staff. It has served to revitalise people and put some spring in their step.'
>
> One of the principals of a Toledo High School took part in an Outward Bound course. He found that ' I can relate much better now with these young men and women! He has encouraged his teachers to participate in Outward Bound activities. [42]

The second particular area in which educational administrators seem to gain from the Outward Bound experience is in experiencing it as a process through which they gain and share meaningful insights into the broader processes of education.

The potential and scope of this line of approach is shown in the programme developed jointly by the Colorado Outward Bound School and Colorado Springs School District II.

The aim of this scheme was to develop a programme that encompassed a whole school system. The first area of the plan centred on involving students, the second area was structured

> around an organisational development model that addressed itself to a) personal growth, b) improved interpersonal relationships between district personnel, and c) organisational change and development, so that Outward Bound adaptive activities became a part of the process as well as an educational goal. [43]

Of the three levels of involvement planned (administrators, staff and students) the only section described here will be that centring on the educational administrators as it gives a good example of the scope of involvement possible.

Nold, in his outline of this programme points out that

> The administrative staff needed a better understanding of the concepts of experiential education if they were to accept them as being educationally relevant and develop some committment to them. A team of top administrators, including the superintendent, the deputy superintendent, the director of secondary education, and the three department heads took part in one of Outward Bound's experience based seminars specifically designed for educational administrators. It provided the opportunity of experiencing a mini-Outward Bound programme, discussing the philosophy and the method, and as a part of the process, an opportunity for interaction with a team of professional peers and an experience of personal renewal. This was followed by a second trip involving seventeen principals and assistant principals from the junior and senior high schools. Their response was highly supportive. [44]

This programme was further followed up by a Teachers Practicum and other training schemes for school district staff.

It would seem that involvement with Outward Bound is an area of development that has many prospects for the broader field of education

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seen in the increasing industrial sponsorship of Outward Bound and of students to Outward Bound in the United States over the last decade although there is almost no tradition at all of this happening prior to this time. Similarly the increasing range of applications industry is finding for Outward Bound, especially in the United States, all suggest that the Outward Bound process has something worthwhile to offer industry and commerce (and government and semi-government instrumentalities).

It is noteworthy that although industry seems to value its involvement in Outward Bound, in fact Outward Bound conducts very few courses of any type which could be construed as having a direct relationship with the technical skills of industry. Instead its reputation comes from its effects on people. This indeed is probably why the relationship between Outward Bound and industry is so effective, and while it will continue to be so whilever commerce and industry needs and serves people. Industrialists are as much in the people business as Outward Bound. What firm can exist without people? What firm can exist without good people? What firm can afford to reject a possibility of developing better people?

It is interesting to look at some of the ways in which Outward Bound may be achieving the satisfying results reported earlier in the 1969 Australian, and 1971 Fletcher studies.

The major aim of this paper throughout has been to investigate the potential of the Outward Bound experience to enhance the development of the individual. Hence for full discussion on concepts such as self-image and achievement motivation earlier chapters may be referred to. It may however be of some value here to look at what applications in the industrial area, some of these concepts in personal development have.

Korman, in 1970,[78] for example, investigated the way in which individuals are motivated to work. He found that people perform in a manner consistent with their self-image. His studies also suggest that only people with high self-esteem, i.e. a self-concept of competence, try to achieve ends which they see as desirable. He also found that most satisfaction is derived from attainment in situations which are in balance with a person's self-perceptions.

Few industrialists would disagree that a satisfied employee is not more valuable than a dissatisfied employee and few with a knowledge of Outward Bound would not see its value in clarifying self-image and increasing self-esteem.

Herzberg's[79] studies in this area also throw interesting light on the potential value of Outward Bound in the industrial scene. According to Herzberg good working conditions and satisfactory social relationships at work can only serve to make the job tolerable. He found that dissatisfaction and satisfaction sprang from two different areas of influence. This led to his Two Factor Theory, which in general suggests that satisfaction at work appears to be associated with such factors as responsibility, achievement, recognition and the work itself, i.e. the work "motivators"; dissatisfaction on the other hand appears to be associated with such factors as pay, working conditions and the quality of supervision i.e. what Herzberg calls the "hygiene factors". Under this theory effecting a change in hygiene factors, i.e. improving working conditions can only avoid dissatisfaction, it cannot increase satisfaction.

Improvements in satisfaction and work performance can be brought about only by change in the "motivators", which help the individual fulfil the need to self-actualize.

In combination, Korman's idea of people performing according to their self-image and Herzberg's concept of satisfaction from achievement, are

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a powerful force on industrialists to make every effort to ensure that their employees have maximised opportunities to develop positive self-images. The value of Outward Bound comes particularly in providing just such an avenue for the industrialist.

McClelland's theories of achievement motivation which were discussed more fully in chapter 2 would seem to have particular application in the Outward Bound/Industry relationship. Outward Bound was seen to have good prospects of increasing achievement motivation. Individuals high on achievement motivation tend to approach achievement related activities and persist in them longer because they see success or failure as determined by their own efforts. It is not unreasonable to assume that people with increased achievement motivation make better employees as long as the employer knows how to handle and use this increased motivation.

Quite apart from these deeper personality factors which may be developed through Outward Bound and so encourage more effective or positive behaviours, attitudes or achievements in the industrial sphere, Outward Bound may also have an effective application in quite a different way.

As workers (as with all people) become more consumer-oriented and real involvement, stimulation and action drifts out of leisure activities, the human need for genuine action and stimulation goes more and more unsatisfied and this unsatisfied existence is brought into the work place. In many respects Outward Bound is a "shot in the arm", not only for the increasing number of people over 30, a majority of whom are businesspeople and professionals, who are attending Outward Bound Adult programmes.

Harold Drasdo points out that

> it seems to be true that all creatures above a fairly clear biological horizon cannot work at optimum efficiency without stimulus at fairly frequent intervals. We hear of a European zoo which tried to stock and breed a rare species of antelope for years without success. By chance one day a young leopard was walked past the cage. The animals became extremely agitated. It was found that in order to keep them in perfect condition it was only necessary to submit them to this experience from time to time.[80]

Maybe for many Outward Bound participants, especially on adult courses and the increasing number of business executives' courses in North America, Outward Bound is just the right leopard to walk past their cages.

There may well be an element of this approach in the increasing number of business executive courses conducted by Outward Bound. An interesting case of this comes from the use made of Outward Bound by the Adolph Coors Company of Colorado (the same company which successfully recruited employees from the hard core unemployed - mentioned in the previous section of this chapter).

In a report in Newsweek, 1971, of the Coors Company use of Outward Bound it was pointed out that Coors is one of several companies, including Gates Rubber Co., International Business Machines Corp. and Martin Marietta Corp, who send executives on Outward Bound management courses. In describing Coors, Newsweek pointed out that

> Adolph Coors Co. last year sold 7.3 million bbl of beer. It intends to be selling three times that amount by 1980, a heady goal that will put the Colorado brewers penchant for teamwork to a severe test.

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> Teamwork is the essence of Coors management. Like many other companies, Coors has discovered Outward Bound, the school that teaches teamwork and self renewal through physical experience.
>
> Coors has put 20% of its management group including five of the seven vice-presidents through Outward Bound courses. Whether teamwork has done it or not, Coors is an efficient brewery.[81] It is No. 4 in beer sales nationally though its beer is sold in only 11 western states. Since virtually all Coors' goals involve crossing organisational lines, committees are a way of life at the company. Committees pinpoint responsibility and gather the best talent to solve a problem, says Coors. And, he adds, they act as a training ground for managers on the way up...
>
> The thrust of Coors' management training is Outward Bound. 'You can send a manager to Harvard Business School for a five week cram session, but have you done him any good? Does he only need those skills? asks Coors.' "They serve to improve skills of management but the problem of management is one of motivation."[82]

Coors has obviously looked carefully at its management needs and . . like an increasing number of companies, concluded that Outward Bound has a very real contribution to make in the area of management development. Newsweek describes Coors as a "financially conservative" company, but also point out that excluding transportation and work loss costs, Coors still invested over $100,000 in Outward Bound management development in the first three years of the programme up to 1971.

Obviously this company and others in the field see Outward Bound as a good investment in management development, and an indication of it being considered good value for money seems to come from evidence that such programmes and involvement of management in Outward Bound programmes has increased in the mid 1970's despite a general uncertainty in business and the world economies.

The results observed by companies are supported by general research evidence in this field and once again the evidence of interpersonal competence and greater effectiveness of managers has been proven to increase significantly as a result of Outward Bound type experiences.[83,84]

It is interesting to note however, that although the concept of using Outward Bound in industry would seem to be a progressive and relatively new idea, as early as 1957 observers of Outward Bound were writing:

> The greatest value of Outward Bound to industry, is then, perhaps, above all, this formative influence of the team situation: for in microcosm it provides - and, indeed, perhaps enforces - the opportunity for discovering confidence in social relationships, based on the execution of a common, worthwhile purpose, and not merely fostered by easy "matyness". Such a team situation, also, because of its simplicity, is one in which ideas of worth tend to come to the surface, are easily discussed and can be frankly assessed for their practical and enduring value.[85]

It would seem then that evidence suggests that Outward Bound may be relevant to, and have an effective place in, industry for both employees and industry. It may also however have a significant contribution to make to those either about to enter the workforce or in their early years of attempting to adjust to this new life-situation.

In their recent comprehensive study of young people in the city of Sydney, Connell (et al), point out that

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> in the workplace they encounter an already-defined programme of work, and in this sense the experience, and the nature of the pressures exerted, is like that of a school. But the rationale of the work is different. The school in its basic logic is centred on the children, attempting to provide something for them; the workplace is not. In moving from school to work the teenager has moved from being an object to being an agent; from being the end product of an activity, to being the tool of someone else's ends.
>
> Whatever the job, the workplace imposes the impersonal discipline of labouring for seven or eight hours a day in furtherance of ends one has no interest in, according to criteria one has had no part in setting.[86]

This new experience means re-locating many attitudes, adopting new behaviours and meeting new expectations. Hence it is a time of heightened sense of transition and of heightened need to understand self and what is happening to the self in this new environment. It is a time of adjustment and of determining directions and evaluating goals. All of these processes have, as can be seen by the first four chapters of this paper, the potential to be enhanced and developed through the Outward Bound experience.

In the Connell study, the investigators also looked at the personal concerns of young people and found that of the high school sample 57% of boys, and 55% of girls indicated their greatest personal concern was "choosing a future job"[87]. This was the highest factor of concern for both boys and girls (followed only by average 50% concern on "How well I do at school", and then a long drop to average 37% concern about personality). It is interesting to note that in the "left-school" sample 41% of boys and 39% of girls, averaging 40% for both, indicated they had greatest concern about "How well I do at work".[88]

The question arises about how well young people are prepared to cope with their workplace concerns. The major preparatory area would be expected to be the school, however the school may not be geared for this and there is increasing concern in society that schools may not be teaching what is most relevant to the future (and even present) needs of its students.

This opinion certainly seems to be held by the students themselves. Connell found for example that only 17% of boys and 14% of girls replied "a great amount" to the question "How much of the things you are studying in school deal with the things you really want to know?" while 25% and 30% said "very little" and the rest "a moderate amount".[89]

Maybe this is a contributory cause of the frequently disoriented expectations of young people when they enter or are about to enter, the workforce. Connell also looked at this question and found for example that of the 17-18 year olds 69% of boys and 74% of girls expected to enter "professional" jobs on leaving school whereas the actual "professional" jobs held by teenagers in the out-of-school sample were 13% for boys and 17% for girls. Similarly, 13% of boys and 8% of girls aged 17-18 indicated they expected clerical jobs while 26% of the boys and 59% of the girls in the 17-18 year out-of-school sample were actually working in clerical jobs.[90]

It would appear from these considerations that many young people commence a new life of employment with unclear or distorted expectations and little real understanding of those new life demands and environments. It would also be apparent that this heightened transitionary process demands much greater understanding from the individual of himself, of other people, of his own expectations, of his strengths and his weaknesses.

Schools obviously go some way toward providing this insight but for most people they cease contact even with schools at age 15, or for others age 18, and then there is little opportunity available.

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This form of reporting and investigation has permitted a greater depth study of particular applications of Outward Bound. Typical of this literature is F. Medrick's Outward Bound and Higher Education: A Rationale and Outline for College Development [104], which attempts to outline Outward Bound's involvement and appropriateness to College education. Experimental programmes are canvassed, goals and methods of achieving them are analysed and developed, and designs for implementation are determined.

Medrick's study in the tertiary field is paralleled in intention by J. R. Schulze's Analysis of the Impact of Outward Bound on Twelve High Schools [105], in the secondary education field. Like most examples of this type of exploration of Outward Bound, it not only surveys the field but attempts to evaluate programmes, studies particular cases as illustrative examples, analyses the impact of Outward Bound, draws conclusions and makes recommendations.

The area of the relationship and interaction of Outward Bound with education forms is particularly well served with this type of investigation. In particular Joseph Nold, the President of Colorado Outward Bound made major contributions in this area with papers such as Outward Bound Approaches to Alternative Education [106] and Outward Bound Approaches to Outdoors Education [107]. Educational spheres have not been the only areas served by this type of investigation. For example Kelly & Boers' Outward Bound Schools as an Alternative to Institutionalization for Adolescent Delinquent Boys [108] attempts to provide similar insights into this particular area of Outward Bound's involvement.

In addition to these papers and studies specializing in areas of Outward Bound operations there have been a number of research studies into specialised areas within the structure of Outward Bound. A particular area that has received close attention has been that of staffing. In this area two excellent studies have proven of special value. They are Martin Hendy's Outward Bound and Personality: 16 P.F. Profiles of Instructors and Ipsative Change in Students [109] and John Pooley's The Assessment of Men for Job Placement at Outward Bound Schools [110]. Both use objective, experimental and research of literature approaches and arrive at clear conclusions in their area of research. However while Hendy produces useful descriptions of the personality traits of past instructors, Pooley examines staff selection and evaluation techniques presently utilized and develops recommendations for their improvement.

Most research into Outward Bound however is centred on the students themselves.

The most comprehensive study, both in terms of variables investigated and number of subjects (over 3,000) is that by Basil Fletcher. This study [111], which has been referred to frequently throughout this paper, is the clearest example of a researcher trying to analyse and quantify the outcomes or results of Outward Bound. It is the classic in the field of investigations of the "post-course" type.

In Australia the major study of this type has been the Study of Attitudes and Reactions: Outward Bound 1969, conducted by "consensus" Communication Research. While Fletcher used questionnaires to students who had completed an Outward Bound course in Britain between 2 and 7 years prior to the time of the study the "Consensus" research used group discussions and depth interviews of both ex-students, sponsors, and "control" groups of people who may be comparable to the ex-students but who had not completed the course.

Whilst Fletcher's report is quantified and the Consensus report is not, both studies nevertheless provide useful information about what people "think" or "feel" about the outcomes of Outward Bound.

There is also a growing number of interesting studies that are coming from a rather different area which should make a valuable contribution to the understanding of Outward Bound processes. These are

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studies which provide analysis across either disciplinary or cultural boundaries.

Papers such as Lewicki's recent (1977) paper on Outward Bound and Sensitivity Training [113] and Nelson's Predispositions and Attitudinal Changes in Outward Bound and Human Relations Groups [114], are illustrative of the way in which Outward Bound is seen to be dealing in ways similar to, and so can draw on the body of knowledge of, other disciplines. Such exchanges, interrelationships and comparisons of other fields of the study of mankind with Outward Bound are not only mutually valuable but also illustrate the centrality of the understanding of man in the Outward Bound process.

Cross cultural studies would also seem to contribute a valuable dimension to the study of Outward Bound. A study by Tresemer [115] in 1969 has led the way in this field. He examined the Hurricane Island (U.S.A.) Outward Bound School, the Eskdale Outward Bound School (England) and Moray Outward Bound School (Scotland), and drew conclusions about Outward Bound across these national and cultural boundaries in the dimensions of "character training", "value forming" and "personal growth".

An entirely different approach to providing insight into Outward Bound was taken in 1973 by Dan and Dianne Meyer and Dan Maddan, all of the North Carolina Outward Bound School. In a book entitled To Know By Experience [116], they described the educational philosophy, techniques and history and development of the North Carolina Outward Bound School. However the greatest impact of the book came of it being made up mainly of large format black and white photographs with accompanying captions selected from the insights, prose and poetry of the participants in North Carolina Outward Bound courses.

Although this book may not have added much to the "hard data" of Outward Bound research it is nevertheless indicative of the interest of people within Outward Bound in communicating in various ways, something of their insights into the processes, potentials and achievments of this human, educative experience.

The hallmark of the maturity of investigation, research and analysis of Outward Bound, however, lies in the fact that such a survey and evaluation as is presented in this section of this paper, can be written at all. In this section only a very small part of tht total enquiry into Outward Bound throughout the world has been touched on.

There have been a number of reports which have brought together, evaluated and analysed the research available in this field. The two which stand out as having the greatest impact would probably be Robert Godfrey's A Review of Research and Evaluation Literature on Outward Bound and Related Educational Programs [117] and R.T. Pollak's An Annotated Bibliography of the Literature and Research on Outward Bound and Related Programs [118]. Both reports extensively scan the field, however while the slightly larger of the two reports (Pollak's) contains 112 entrys it still does not cover the full field even of North American research and contains few of the rapidly increasing possible entrys from other parts of the world.

In addition to these reviews which are essentially of Outward Bound and closely related or adaptive programs there are other reviews such as Minoru Iida's Adventure-Oriented Programs: A Review of Research [119], which are heavily laced with Outward Bound entrys.

Although these reviews attempt to be comprehensive and do in fact cover a broad range of investigations they cannot keep pace effectively with the rapid growth of studies in this field. They do however point

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out one of the greatest weaknesses of research in this area. That is, that as each new or old researcher enthusiastically pursues his desire to investigate some new area of the Outward Bound process and so make new information available, so the breadth of knowledge increases. Unfortunately, however, such young enthusiasm likes not to spend itself on substantiating the work of others and consequently there is a dearth of replication studies within the Outward Bound research literature.

Although the investigation of Outward Bound may have come of age, it will not have matured until this deficiency is rectified.

Research techniques in Outward Bound

One of the most interesting aspects of Outward Bound has been to see the accelerating growth of analysis and investigation into both the processes and outcomes of the Outward Bound experience.

The areas of research into Outward Bound have been steadily expanding as has been the range of instruments used in investigations. Early techniques of self reports, subjective instructor evaluations and generalised questionnaires are increasingly giving way to well proven psychological testing instruments with standardised scores and techniques. Similarly, the area of research is steadily becoming more specialised. General inquiry into observable changes in behaviour after attending the course has been joined by serious investigation and study of the processes leading to these outcomes.

As these changes have taken place there has also been a general increase in the reliability of the research and the greater utility of results for further planning and programme development.

As with research in many areas, the number of subjects available to make up testing samples is a factor which often influences style of research and sometimes results.

Understandably, those studies with the largest number of subjects, for example Fletcher's study of 3,000, [120] and Barter's study of 207 students [121] have tended to be based on questionnaire formats. There have however been a number of studies in the middle range of experimental populations which have both tried to look at some depth into the Outward Bound process and at the same time have sufficient subjects to give their findings some reliability and significance.

Davis' study of self-actualization at Outward Bound using 116 subjects, [122] Wetmore's use of the Tennessee Self-Concept Scale on 291 students [123] and Hendy's [124] use of Cattel's 16 PF inventory with 107 students are some examples of more structured investigations with significant numbers.

An interesting feature of investigation of Outward Bound has been the way in which investigators have recognised, or dismissed, or taken into account, sex differences in their studies. Studies such as those by Vander Wilt and Klocke [125], Foster (et al) [126], and Hendy [127] are amongst the many which have commented on sex related differences in the processes and outcomes of the Outward Bound experience.

Vander Wilt and Klocke for example used the Personal Orientation Inventory at the Minnesota Outward Bound School with 10 male and 10 female students and found that the Outward Bound experience contributed significantly in the self actualization process of only the female participants. Foster (et al) used the Thurston Temperament Schedule to measure personality traits of students at the Dartmouth Outward Bound Centre and found that the pre and post-test data indicated that men became significantly more stable, while the women increased significantly for the vigorous as well as the stable traits. While the mean percentiles

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indicated an upward trend for all traits this was not the case for the social trait for men and the active trait for women.

Hendy on the other hand used Cattell's 16 Personality Factor inventories with both male and female students and concluded that "the women reacted to the course in much the same way as men" [128]. However he also points out that on the post-test, six months after the course "the women had changed in a slightly different way" [129].

These are only three of the many studies which are throwing more shades of light on sex differences in the Outward Bound experience. As evidenced by these three examples, there are no clear conclusions available to be drawn as yet, however there is enough evidence to suggest that the professional Outward Bound educator needs to be aware of the possible sex-difference influences in designing and implementing courses. This is a particular area in which more investigation is needed, especially in the social and economic climate of today where popular (though not necessarily well considered) pressures, financial considerations and organisational expediency seem to demand mixed sex programmes. (Note: at the Australian Outward Bound School both co-ed courses and single sex courses are conducted according to various criteria outlined in Chapter 3.)

A lead in investigating the relative merits of mixed course versus single sex courses has been given by Linder and Linder in 1972. They report that:

> Comparisons on pre and post-course administrations of the Personality Research Form, Acceptance of Self and Others, and the Personal Orientation Scale indicated achieved gains in self acceptance. Differences between co-ed and non co-ed courses suggest that all-male course students increased more on the nurturance scale, and women in all-female courses had significant changes in the direction of a belief in personal control of events, while co-ed students showed no change. There seemed to be no pervasive differences in effect between the male and female courses. [130].

More research of this type and particularly more research directly into this area of sex differences both within Outward Bound and within society will be needed before clarity can be gained in understanding of this area.

One of the major hopes of the Outward Bound investigator always centres on being able to establish a causal relationship between the Outward Bound experience and post-Outward Bound behaviours or observable changes in the student. Unfortunately the Outward Bound investigator is working in a particularly difficult field because of the very nature of Outward Bound itself.

"Outward Bound" as a title was adopted because it indicated that it was an experience designed for young people who were "Outward Bound" in life i.e. just as a ship which is about to leave harbour and go to its particular destination and to its own destiny is termed as being "Outward Bound" .so were the students at an Outward Bound School considered to be on the move, going out, in transition to adulthood. This means that many things in the normal life of the Outward Bound student are in transition. Under these circumstances it is very difficult to say what part the Outward Bound experience plays in the changes that are, and are going to continue, taking place.

One way in which Outward Bound investigators have tried to minimise this problem has been through using control groups.

Unfortunately, finding suitable "control groups" is not always easy and is, in some cases, impossible. Hendy, for example, found this problem when he wanted to study personality factors of Outward Bound Instructors. The only possible, actual, control group of active Outward Bound instructors is that very same group of active Outward Bound

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instructors (He attempted to overcome this problem by using profiles of ten groups of referent occupations "because of similarities in their function demands and those of Outward Bound Instructors" [131].)

On the other hand in certain areas, attaining control groups proves relatively easy. For example in M.A.N. Smith's paper An Investigation of an Outward Bound experience on Selected Personality Factors and Behaviours in High School Juniors [132], it is clear that by taking the experimental students from a high school it is relatively easy to "match" a control group from the remaining large and "captive" population which is not engaged in the programme.

Some unique solutions have been found to the problem of finding a suitable control group. For example in one of the earliest studies, Betty Strutt was able to use the sponsorship system in Britain to provide control group members. She reports that

> to obtain the control group the sponsor selected a girl to pair with the Outward Bound girl who was of comparable age and job and, if possible, with similar interests and personality.
>
> By comparing mean ages and intelligence test scores of the groups at the beginning of the investigation it was found that the differences were not statistically significant.[133]

Fortunately an increasing number of Outward Bound investigators are using matched control groups and so increasing the prospects of clear validity for their results.

Accompanying growth in this area has also been growth in attention to quantitative statistical support for conclusions rather than participant observer or observer reporting. The increasing use of such instruments as the Gough Adjective Check List [134], State-Trait Anxiety Inventory [135], Cattell's 16 Personality Factors Inventory [136], Tennessee Self Concept Scale [137] to name some instruments which keep re-occurring in reports, has opened the way to more objective evaluation and reporting of the results of Outward Bound.

It is also becoming increasingly common for any one study to have a number of different instruments in the same investigation.

As the recognition of the shortcomings of the observer evaluation technique has become greater so the use of some form of pre and post-test assessment has increased. This strategy certainly has led to clearer indications of the effects of Outward Bound during the course, however it still leaves open the question of how long lasting those effects are. This has led to a number of investigators designing studies which incorporate some form of evaluation some time after the course.

The time span for this follow up has varied greatly, from studies such as those by Winkie [138] (into moral judgement and self-concept which followed up in three months), to Nye's [139] study of self-concept and Hendy's study [140] of personality change, which both followed up at six months, to the Australian Consensus [141] follow up report which studied attitudes and reactions of students who had attended courses six months, two years and five years before, and F.J. Kelly's Outward Bound and Delinquency: A Ten Year experience [142].

Unfortunately, as is to be expected, these longer term studies have difficulty in collecting comparative data from the original students over so many years and it would appear that collecting follow up data at a time greater than two to three years after the course is unlikely to be effective even if it proves possible.

This is only one of the many problems which confront the Outward Bound investigator. It has already been mentioned for example that

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one of the greatest weaknesses of research into Outward Bound is the lack of replication studies. This is a point of continuing concern.

Another point of concern is that some awkwardness in design of research, as well as natural difficulties in interpretation, has also led to unclear research results. Gillette's study in 1971[143] finds stability and lack of change in participants that is not reflected in other almost comparable studies. However Gillette's study is of attitude change as a result of attendance at an Outward Bound Mountain Ski School. Does this mean that skiing is not a successful medium for Outward Bound?, that the particular course studied was less successful than usual? or that there was something wrong with the experimental design?

Another difficulty that clouds some of the results clearly stems from experimental design problems. For example, Foster (et al),[144] found that using pre and post test course administrations of the Thurston Temperament Schedule demonstrated the effectiveness of Outward Bound as a teacher training process, particularly in developing team-work, ability to handle stress, and control emotions.

However this Outward Bound programme was part of a total teacher training programme. The results place considerable merit on the Outward Bound programme. But the only way to be sure that it was clearly the Outward Bound section of the total scheme that was so effective is to have a matched control group. There was no control group - so immediately the results come into question.

One difficulty to which Outward Bound research would appear to be particularly prone is that of the "Hawthorne effect". Students are likely to behave differently at Outward Bound even under "normal" conditions, and their awareness and sensitivity is generally sharpened by the stimulating nature of the course. They are also usually attracted to the idea of living up to the ideals and aims of the course. Consequently if they become the subjects of a study which they perceive is evaluating the effectiveness of the course they may well behave differently or respond to tests or questionnaires differently than normal. This feature may be in addition to any other Hawthorne effect features which may prevail.

Needless to say most investigators are aware of this problem and either allow for it in their evaluations or actively take steps to reduce it. Hendy, for example gives the following outline of how he tried to overcome the effect of this problem.

> The Hawthorne effect was equalized for both control and experimental students. In the case of the control group, precautions were begun well ahead of testing. Personality, as an area of psychology, was worked into the curriculum by the two teachers involved. This strategy appeared to succeed in playing down the abnormality of an unusual test administered in familiar surroundings by an unfamiliar person (the investigator).
>
> In the case of the experimental group, the students were all in a novel environment with unfamiliar leaders, so the investigator felt that one more unusual experience, the 16 PF test, would not seem extraordinary. Nevertheless, the precaution was taken of giving the impression that every single student enrolled at NOBS that summer was being tested.[145]

Although some of Hendy's premises may not be entirely watertight, his attempts are indicative of those Outward Bound investigators who very conscientiously attempt to avoid Hawthorne effect and other experimental design problems.

One of the major defects of Outward Bound research, (in common with most educational research) has been the lack of a planned and systematic

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approach. While it is in the nature of man to follow his own interests and pursue activities (or areas of research) best suited to him, this problem will remain.

However a significant step forward in ameliorating this problem has come through the work of Mary Smith and others (reported earlier). Through a series of three investigations and reports (1973 [146], 1975 - [147] and the final report in 1976 [148]) an "Inventory of Outward Bound Effects" was devised for use in the evaluation studies. The careful evaluation, the critical study of experimental design, complete with searching comments on the incidence of type I and type II errors, the careful selection and matching of the control group and follow up at six months and a year, and statistical evaluation of the results, all point to a new maturity in Outward Bound research.

However the real problems of Outward Bound research are yet to be solved. Even the Smith study concludes that the results cannot be held to be conclusive, not because the subjective evaluations of the results from both staff and students are not persuasive, and not because there isn't the feeling that the effects are real and carry on beyond the course, but because, as Smith concludes: "Unfortunately, an empirical answer to the problem is impossible with the present data base." [149]

Although this section has centred on pointing out some of the difficulties and deficiencies of Outward Bound research the mass of the evidence that is gradually accumulating is proving very useful both in understanding the unique educational processes of Outward Bound, what place and what significance they have in the overall education and development of the individual human being and what techniques are likely to be most successful in achieving desired objectives.

The importance of having available a body of knowledge (despite its recognised imperfections) that can be used as a guide to programme development and organisational development strategies is considerable.

While it is still reasonable to lament the general lack of conclusive research, and necessary to urge for greater productivity in this area, there is no doubt that Outward Bound research has come of age in the 1970's and is now starting, although only starting - to mature.

It would be remiss to conclude a summary of research without giving recognition to the Colorado Outward Bound School. There can be little doubt that investigation into Outward Bound has been stimulated very significantly by the North American and particularly the United States Outward Bound Schools. The bastion of this quest for understanding has certainly been the Colorado Outward Bound School. Although it may be unusual to single out one person as having special significance in this generation of research and inquiry, it would be widely recognised that the role of Mr Joseph J Nold, past Director and current President of the Colorado Outward Bound School cannot be overestimated.

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Chapter Six

Some Conclusions

The suggestion was made earlier in this paper that Outward Bound is a complementary educational experience. It centres on the personal development of the individual. It is claimed however that it is less appropriate to describe it as the experience of a lifetime than to describe it as an experience for a lifetime.

If 26 days of a standard Outward Bound course have no greater claim to existence than to provide a memorable, exciting and challenging experience then Outward Bound would hold little of the claim it does have to being a significant educational concept.

Somewhere comes the observation and the realization that Outward Bound affects people and that it apparently continues to affect people after they have left the Outward Bound programme.

The Outward Bound programme is, however, at its longest, only approximately one month in a person's life. There is no way in which it can reasonably be expected to compete against the resources of 10 or more years of formal schooling or the lifetime of family socializing processes encountered by most young people in developed or developing countries today. Outward Bound does not enter into such "competition". It is not an alternative form of education. It is a complementary form of education. Its aims are directed more at "life-skills" than cognitive/data learning. In such a role it can play a significant part in the total education of the individual.

David Ausubel recently wrote:

> It is obviously impossible for classroom learning to prepare students to cope with every situation they will face in "real-life" contexts. Further, even if this were possible, the primary goal or function of education still would not be to provide students with knowledge that is applicable to the everyday problems of living. This "social utility" objective of education has long since been discarded as impracticable. In most instances of non-vocational classroom learning, the goal of transfer is considered accomplished if prior learning experience facilitates the learning of subsequent "classroom" learning tasks - even if the knowledge so acquired is neither applicable nor even applied to problems outside the classroom. Of course, if the knowledge is applicable to the problems of living, so much the better; but this is not the primary objective of transfer in general education.[1]

It is however the objective of transfer in the form of education provided by Outward Bound.

The question of transfer is one of the most difficult to handle under even controlled conditions and even with the mass of research evidence available on the concept of transfer it is a complex and inconclusive phenomenon attached to the end of any form of educative experience.

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Transfer

From quite early in the history of Outward Bound, commentators on the Outward Bound experience have approached this thorny problem of transfer. Its thorns prevent a firm grasp and conclusive answers but do not dissipate the confidence that the stem carrying the thorns exists.

In 1957 for example, one writer commented:

> It will be pointed out that it does not follow because a lad displays courage and enterprise on a steep rock face or in a storm at sea that he will exhibit these same qualities when faced with challenging situations in everyday life, on the factory floor or in the office.
>
> It is the old question of transfer of training: but there is an essential difference. The particular challenging situations of the Outward Bound programme matter little except that they must have a basic appeal: what does matter is what happens to the boys responding to them. The claim is made that in actually living up to the motto "to serve, to strive and not to yield" the boy discovers himself and something of his potentialities, and that the deep satisfaction that comes of successful achievement is not so much the outcome of winning against the rock face or the sea as in winning against himself. In other words, it is an educational experience which has affected the whole texture of the boy's personality. And so he goes back to the world of affairs fitter and readier to cope with his day to day problems - because he is not quite the same fellow as he was when he joined the course. Were it not so, and such transfer did not take place our professions of educational faith would in great part be baseless.[2]

Some of these ideas and words may seem old fashioned today but two things become clear from such statements. First is the great confidence on the part of both ex-students and observers of ex-students back in their life environments, that transfer of learning does take place from Outward Bound to the broader fields of everyday life. Second, that quantifying or evaluating that transfer has always been and probably always will be difficult.

One of the most significant attempts to grapple with this problem has been made by Basil Fletcher, who in 1971 conducted a large-scale study of a group of 3,000 students who had experienced an Outward Bound course not less than six months nor more than eighteen months before their views were canvassed. Before undertaking this study Fletcher analysed and commented on some of the difficulties involved and concluded:

> Outward Bound courses are short and their influence cannot be easily disentangled from the successive impacts of influences coming from a student's work, home, friends, and many others. The ideal method to use in exploring a situation of this kind is to repeat a follow up study of a group of Outward Bound students with a carefully matched control group exposed to similar environmental forces.
>
> This method can be used with success when the studied group is fairly homogenous. But the basis of Outward Bound recruiting deliberately produces a student group with the widest possible differences of background.[3]

These are only some of the difficulties outlined by Fletcher and faced by anyone attempting to investigate transfer in the Outward Bound setting.

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A further problem to investigating transfer arises out of determining what is meant by the idea "transfer".

There are obviously two types of transfer in the Outward Bound context. "Internal transfer" may be used to describe the learning processes involved within the 26 days of a standard course. That is the learning and understanding developed in one part of the course that transfers into, and facilitates, learning situations in another, later part of the course.

This transfer is maximised by the experiential learning environment at Outward Bound and is in great evidence throughout the course. It is the essence of the "development" of the person so readily observed during the period of the programme. Almost invariably such transfer is positive, i.e. it facilitates learning (as opposed to negative transfer which interferes with learning).

It is positive primarily because it centres on the students engaging in activities which are involving them in experience and bringing them into inter-action with principles and understandings more than facts. This concept of dealing with fundamental principles is supported by theorists such as Jerome Bruner as "the main road to adequate transfer of training".[4]

The role of experience in this process is also important. By actively engaging in testing, reforming and working to these principles in an environment that is constantly presenting new and increasingly challenging situations the student needs to be constantly drawing on recently acquired learning to solve new problems. It also places an immediacy and relevancy on the learning process which is likely to be conducive to transfer.

The second, and most difficult form of transfer is "external transfer", i.e. what the student takes away with him from a course.

Outward Bound deals with sociological, psychological, and "self" forces which are directly relevant to each individual because the direction they take during the course are largely determined by that individual. As discussed at length in preceeding chapters the greatest abundance of learning that takes place is learning about the self. It is that same "self" which the person takes with him when he leaves Outward Bound. It is that same self which will so obviously be the centre of that person's future life. (This is in marked contrast to normal schooling where the "graduate's" major learning has been about subject - which is in fact unlikely to be the centre of that person's future life.)

Consequently , the very nature of the subject matter at Outward Bound maximises the prospects of transfer.

In support of this is considerable research evidence which suggests that new learning is facilitated simply by having learned before. Hence having learnt how to learn about self, the chances are increased of that person continuing to learn about self in the future.

This depends of course on how closely the learning situation within the Outward Bound context reflects the normal conditions of the individual's life which are in the area of desirable transfer. For example if a person learns Spanish, he will find it easier later to learn Portuguese - but may find no transfer at all into learning Hebrew.

This feature makes it important for Outward Bound to stay tuned to the particular society in which it is operating and adjust its procedures

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(though possibly not entirely its fundamental philosophies) according to careful analysis of societal factors.

This position seems to be strongly supported by McClelland, particularly as related to transfer of motivation. He proposes for example as one of his fundamental tenets of motivation transfer that:

> The more an individual can link the newly conceptualized association-action complex (or motive) to events in his everyday life, the more likely the motive complex is to influence his thoughts and actions in situations outside the training experience.[5]

Outward Bound has within its programme structures, many features which are conducive to both external and internal transfer. In the cognitive field, for example, because of the very personal and direct relevance of the learning to the individual and therefore the particular meaningfulness of that learning the prospects of transfer seem to be increased.

Ausubel summarises this position in pointing out that

> all meaningful learning necessarily involves transfer because it is impossible to conceive of any instance of such learning that is not affected in some way by existing cognitive structure, and this learning experience in turn, results in new transfer by modifying cognitive structure.[6]

Various research[7] on discovery learning (discussed in chapter 2) suggests that when used with an emphasis on discovery of principles and fundamental understandings the new learning is less likely to "fall apart" under new circumstances. "If the learner has constructed the principle for himself, he is more likely to be able to reconstruct it fairly rapidly by recalling the underlying experiences."[8]

Consequently, the guided discovery learning approach which is the basis of Outward Bound instruction would seem to also have potential for maximising transfer.

Much of the discussion on the concept of "self" in earlier chapters illustrated the importance of this factor in transfer. However it is also particularly conducive to secondary transfer. For example, in again looking at the concept of transfer of motivation we find McClelland firmly suggesting that:

> The more an individual can perceive and experience the newly conceptualised motive as an improvement in the self-image, the more the motive is likely to influence his future thoughts and actions.[9]

Hence a programme having enhancing or clarifying self-image as a primary aim not only promotes positive transfer of this self-image but may as a secondary outcome translate into new motivations.

McClelland also points out a feature which may well explain why Outward Bound could expect to have good positive transfer, when he suggests that "changes in motive are more likely to occur and persist if the new motive is a sign of membership in a new reference group."[10]

It was also suggested in chapter 3 that the unique reference group influences encountered during an Outward Bound course may have particular significance for the student. However students at Outward Bound almost automatically also become "members" of the group and so come under the influence of "membership group" factors.

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It has been pointed out that

> reference groups have sway over the attitudes an individual holds, but that membership groups are more likely to have sway over the attitudes he expresses. Where these groups happen to be melded into one, the individual is likely to be highly disposed to take on and maintain attitudes which are shared in it.[11]

This theory may well help to explain the very strong bonds that are formed between the ex-student and his 26 day experience and the almost universal willingness to talk very positively about Outward Bound in terms that make it clear that he feels that it is a real part of him.

This feeling also seems to be observed very broadly, regardless of how well the student did on the course or what life he returns to.

This phenomenon may be reflected in the results found by Fletcher in his follow up study. He found for example that 67% of ex-students felt that the influence of a single Outward Bound course persists for life, 28% that it lasts for several years and only 5% that its influence is short lived. He reports that:

> The students' estimates of the period of influence does not vary much between the best and worst students; and there is no significant difference between the figures for students from different educational or working backgrounds or of different ages and personal histories.[12]

These factors are only some of those influences operating within an Outward Bound course towards maximising transfer.

Before looking at some of the more specific research results however, it may be important to note that there are two facets of Outward Bound external transfer. The first centres on how well what is learnt during an Outward Bound course and in an Outward Bound environment is retained when the student moves into another environment. The second centres on how well what is learnt is able to be adapted readily by the ex-student into everyday situations and in response to different types of problem and living experiences, which are, of course, very much different to those encountered at Outward Bound.

The most difficult to evaluate or even identify is the second of these. This is reflected by the dearth of Outward Bound research literature in this area apart from the valuable contribution made by Rhoades into Outward Bound and transfer theory in 1972.[13] There is however a little evidence of related programmes which is of some help. For example Heaps and Thorstensen's study[14] in 1974 followed up students from Brigham Young University who one year beforehand had completed an Outdoor Survival course. 21 of the 25 participants were retested with the Tennessee Self-Concept Scale. Factors such as identity, physical self, moral-ethical self, personal self, and behaviour which evidenced statistically significant increases during the course on the original test, remained significant at the retest. The Family Self scale reduced in significance level.

However, most interestingly, the Social Self scale which had not been significantly high immediately after the course was clearly significantly higher at the retest one year later. This may simply suggest that consistent growth in social "maturity" experienced by all 21 retest students led to this increase. However it is suggested, particularly in the light of the other results in this study, that the "social self" factors learnt during the course, while not being able to "blossom" while still under the same "laboratory" conditions in which

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perceptions or to select them in terms of his peculiar unfulfilled goals or desires. He is able to behave more effectively and efficiently because he behaves in the light of more and better data. Being more open to experience, he has a wider phenomenal field on which to base his behaviour. He is able to behave more often from choice than from necessity.[20]

Such outcomes are obviously desirable to all people and provide the basis for Outward Bound having had, and increasingly having, considerable impact in a wide variety of areas of human education.

The most obvious influence has been in the standard Outward Bound course area of post-secondary school experience for young men and women. However Outward Bound's school programmes are having increasing impact in bringing new operational methods and learning philosophies into combination with more traditional schooling. As a complementary (not alternative) force in education it has still not reached its full potential.

Growing out of this fundamental base have come a diversity of programmes with special application. Teacher and tertiary training, industry and business development programmes, remedial schemes, cultural, social, physical and mentally handicapped people enrichment programmes are only some of the areas in which Outward Bound has been found to be both applicable and significant.

One of the key issues that has arisen out of this impressive growth of the Outward Bound philosophy and the enthusiasm it engenders, is how the effects and developments so frequently observed during and after programmes, transfers to "home" environments and how such results and transfers may be evaluated.

This seems to be the main problem facing Outward Bound in the future. It has little problem convincing people of its impact and significance once they have been involved but it will not reach legitimacy in the minds of the inexperienced until there is more hard data available on its results.

Fortunately the growth of research into Outward Bound and the increasing sophistication of that research is fast closing this gap. Particularly encouraging is the diversity of approach in studying Outward Bound processes and outcomes. (Unfortunately the enthusiasm for new research has left very little energy for replication studies, a fault which will need rectifying before Outward Bound research reaches real maturity.)

This paper has attempted to pull together some of the diverse theories and research results specifically related to Outward Bound as well as those which provide broader insights into the nature and education of man. By bringing these two areas of study together I hope that I may have contributed to a more comprehensive understanding of where Outward Bound fits into the broad realm of education and how it has particular application to the education of the individual person.

GARRY E. RICHARDS
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CHAPTER 6.

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Because of the close social interaction involved, Outward Bound provides a particularly effective social laboratory. The investigation and development of social skills is a common outcome of being involved in intensive and demanding activity in a social climate made up from a wide diversity of individuals. Within this social climate are certain features such as peer and reference group factors which provide resources for social learning often not available elsewhere. In particular the Outward Bound group has many properties which provide unique opportunities for the individual to learn more about the style and effectiveness of his interaction with other people and maximises the possibilities for him to receive honest and real feedback on his social effectiveness.

Throughout these learning processes, the individual self-concept becomes the major recipient of information and the part of the individual likely to encounter the most significant change.

It is the essence of such experiential education programmes as Outward Bound that they involve the whole core of the human's self in action. Actions lead to results or effects, and these provide feedback to the self. Consequently the self-image of an individual undertaking such a programme is more liable to development or change than in less involving activities.

When this feature is interpreted in an environment carefully designed to maximise success experiences derived out of challenge and overcoming the extraordinary, then it can be observed that Outward Bound has a particular potential for the enhancement of self-esteem and self-confidence.

There are many ways in which Outward Bound actively involves its participants. It involves them physically, and in the process often helps in the development in new and more satisfying physical self concepts. It involves them organisationally in handling such concepts as co-operation and responsibility and it engages them in both individual and social activities which are conducive to identity clarification and consolidation.

Through such processes, the "self" has unique opportunity to be brought under view by the individual. In particular, it opens the opportunity for seeing the self-concept in relation to the ideal self-concept and maximises the opportunities for resolving any of the incongruities which may be present between them.

The total effect is not simply that the individual has enhanced opportunities for personal adjustment but that he does so in an environment that maximises the opportunities for the individual to grow, to self actualise, and feel satisfied that he is moving closer to finding and achieving his potential.

Such a feeling of confidence in one's own adequacy is important to human life and is one of the central aims of Outward Bound.

Many theorists have attempted to describe the aims and results of a person who is trying, or has come close to achieving such results. Maslow, and Rogers, both symbolic of the "human potential" movement offer various descriptions of desirable outcomes of reaching a "self-actualised" state. However Combs & Snygg, using the term "adequate personality" provide a useful description of the outcomes that may be considered desirable from Outward Bound programmes.

He describes adequate personalities as those who

> behave more effectively and efficiently than their less adequate fellows. The great reservoir of positive perceptions and the capacity for acceptance of self and the world gives the adequate person a tremendous advantage in dealing with life. Being under no great necessity for self defence he has less need to distort

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quite apart from its significant influence as a stimulation to progressive, experiential and outdoor education.

Such growth and expansion is a clear indicator of the relevance of Outward Bound concepts in the fast moving and demanding world of tomorrow in which we live. One of the keys to maintaining this relevance is the role of experience in the Outward Bound education process. Each individual participant is able to mobilise his own unique human existence into a personal learning laboratory, stimulated by involvement in programmes which affect the very core of his existence and survival.

It is this dealing with the fundamentals of individual lives that makes the Outward Bound processes so versatile and adaptable. It is also what makes them so particularly applicable to individuals in transition, such as young people in the standard course age range of 17-25 years, or students at school. (However the recognition that all people are essentially in transition all of their lives has led to acknowledgement of Outward Bound's relevance to older people such as teachers, businessmen, educational administrators etc.)

Central to much of the experience of Outward Bound is the idea of the individual coming into confrontation with himself under conditions and in situations which are challenging, demanding, and involve certain levels of stress. In such a quality of experience Outward Bound exemplifies not only unique learning possibilities but also its difference from everyday life. It is this tackling the unknown, the ill-defined, the risky and the difficult that brings individuals to find resources and weaknesses in themselves which may never before have had the opportunity for exploration.

As Outward Bound programmes demand the possible, and not the impossible from participants, the individual often finds himself faced with a range of human potentials hitherto unknown to him, and whose existence may never have been suspected.

Programmes which aspire to such results must of necessity be well constructed and demand the most careful consideration in implementation if their hopes and their claims are not to just become so many trite words. It is in this respect that the growing body of investigation into Outward Bound, the increasing professionalism of staff, the constant refinement of procedures and international exchange of concepts and practices has stood Outward Bound in a good position for implementing effective programmes.

Although the most observable features of these programmes are the physical, adventure type activities that are commonly used in courses, the major impact of Outward Bound is aimed at conceptual rather than physical outcomes.

An underlying feature of Outward Bound activities is the potential for cognitive growth by engagement in them. Similarly, participating in a programme in which achievement and a sense of fulfilment and satisfaction are common results, is conducive to the development of learning and motivation processes which may be new to the individual. Discovery learning and problem solving for example are only two of the techniques which are common in Outward Bound activities and which can form the basis of new learning approaches for the individual.

The comprehensiveness of experience at Outward Bound ensures that a wide range of learning processes are opened up for exploration by the individual who has enhanced opportunities to see himself operating under, and reacting to crisis, stress and anxiety invoking situations. Encounters with dimensions such as these are conducive to increased self-awareness and subsequently more effective exploration of the nature of the individual's social, psychological and emotional constitution.

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